

**APPLYING MULTIPLE INTELLIGENCES-BASED ACTIVITIES
(MIBA) TO PROMOTE STUDENTS' WRITING PERFORMANCE**

PENGGUNAAN MULTIPLE INTELLIGENCE-BASED ACTIVITIES (MIBA)
UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA

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PERNYATAAN KEASLIAN TESIS

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Yang Menyatakan

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ABSTRAK

DAHLIA HUSAIN. Penggunaan Multiple Intelligence-Based Activities (MIBA) untuk Meningkatkan Kemampuan Menulis Siswa (Dibimbing oleh Etty Bazergan and Ria Jubhari)

Penelitian ini dilakukan berdasar pada asumsi bahwa apabila perbedaan siswa di akomodasi maka hal ini dapat mengarah pada suksesnya siswa terutama dalam proses pembelajaran bahasa. Penelitian ini bertujuan untuk menginvestigasi 1) profil MI siswa, 2) seberapa jauh dampak penggunaan Multiple Intelligence-Based Activities (MIBA) dalam meningkatkan keterampilan menulis siswa dan 3) persepsi siswa terhadap penggunaan MIBA. Terdapat 2 grup homogen dari mahasiswa semester 4 di Jurusan Bahasa Inggris Universitas Negeri Gorontalo yang berpartisipasi dalam penelitian ini. Instrumen penelitian termasuk MI Inventory dari McKenzie (1999), pre- tes dan pos- tes, serta kuisisioner persepsi.

Metode penelitian kuantitatif digunakan dalam penelitian ini dengan memberikan pre dan post tes kepada kelompok kontrol dan eksperimen, diikuti dengan pemberian kuisisioner untuk mengetahui persepsi mahasiswa terhadap penggunaan MIBA. Ekperimen ini berdasar pada 8 tipe intelegensi yang dikembangkan oleh Gardner (2011). Skala penilaian analitik digunakan untuk menilai tulisan mahasiswa.

Hasil dari MI Inventory menunjukkan bahwa mahasiswa kelompok eksperimen terlihat lebih cenderung memiliki intelegensi yang kuat pada Musical dan Logical Intelligence. Kemudian, hasil dari uji independent sample t-test menunjukkan bahwa mahasiswa yang diajarkan dengan menggunakan MIBA secara signifikan lebih baik dari pada mahasiswa yang diajarkan menggunakan cara konvensional dimana nilai observasi t lebih besar dari pada nilai tabel t ($2.532 > 2.042$). Persepsi positif juga diperoleh dari kuisisioner yang dibagikan pada mahasiswa. Dapat disimpulkan bahwa penggunaan MIBA berdampak positif dalam meningkatkan keterampilan menulis siswa.

Kata Kunci: Multiple Intelligence-Based Activities (MIBA), skala penilaian analitik, keterampilan menulis siswa.

ABSTRACT

DAHLIA HUSAIN. Applying Multiple Intelligence-Based Activities (MIBA) to Promote Students' Writing Performance (Supervised By Etty Bazergan and Ria Jubhari)

The present study was conducted based on the assumption that accommodating students' differences in classroom setting will lead to students' success particularly in language learning. This research was aimed to investigate 1) students' MI profile, 2) the extent of the application of Multiple Intelligence-Based Activities (MIBA) to promote students' writing performance and 3) students' perception toward the application of MIBA. There are 2 homogenous groups of the 4th semester of English Department students of Gorontalo State University enrolled in this study. A total of 40 students from control and experimental group were involved. The instrumentation included MI Inventory by McKenzie (1999), pretest and posttest, and perceptual questionnaire.

This study applied quasi-experimental design with pretest and posttest that were given to both groups followed by the perceptual questionnaire to find out the students' perception toward the application of MIBA. The experimentation comprised 8 types of activities as the embodiment of 8 intelligences proposed by Gardner (2011) to be incorporated into students' writing class. The students' writing performance was measured through Jacobs et. al.'s analytic writing scale (as cited in Hughes, 2003) including content, organization, vocabulary, language use and mechanics, while the data from the questionnaire was analyzed through Likert scale measurement.

The result of the students' MI inventory unfolds that the students of the experimental group appeared to be strongest in Musical and Logical Intelligences. The result of the independent sample t-test revealed that experimental group taught using MIBA showed a statistically significant performance compared to the control group taught using conventional way of teaching with t-observed value was greater than t-table value ($2.532 > 2.042$). At last, the data from perceptual questionnaire strongly suggest that the students of experimental group had positive perception toward the application of MIBA. Therefore, it can be concluded that MIBA gave a positive effect in promoting students' writing performance.

Keywords: Multiple Intelligence-Based Activities, analytic scale, Students' writing performance.

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LIST OF ABBREVIATION

CBI	: Content-Based Instruction
EFL	: English as a Foreign Language
ESL	: English as a Second Language
GBI	: Genre-Based Instruction
I Q	: Intelligence Quotient
MIBA	: Multiple Intelligence-Based Activities
MIs	: Multiple Intelligences
No.	: Number
TBI	: Theme-Based Instruction
TPR	: Total Physical Response
UNG	: Universitas Negeri Gorontalo

CHAPTER I

INTRODUCTION

This chapter presents background, research questions, objective of the research, significance of the research, scope of the research and the definition of terms.

A. Background

The inevitability of mastering English language has escalated since English became the most known international language in the world. It has been the language of education, business, politics, agricultural, and etc. In order to be able to use the language, people need to master four language skills namely listening, speaking, reading and writing. Writing can be perceived as “the symbolic representation of language through the use of graphic sign” (Yule, 2010). Among those other skills, writing seems to be the hardest skill to be mastered. Being able to speak the language does not necessarily guarantee that one will be able to write coherently. This indicates that there are many issues regarding to developing writing skills; for instance, students’ attitude toward writing is not as good as they view speaking skill, they seem to be not motivated as well as lack confidence expressing their ideas through writing and so much more.

Thus, many researchers have tried to apply numbers of strategies and methods to overcome these issues. Sa'diyah (2011) implemented the use of picture series-aided to improve students' writing ability. The result showed that students had a positive attitude toward the use of picture series-aided and it showed a significant improvement on students' writing ability. The world, however, has been offered new approaches which aim to provide teachers with weapons to accommodate and deal with students' uniqueness and differences. In hope that it will lead to students' success particularly in language learning. One of the newest is called Multiple Intelligences, which is part of students-centered method that focuses on individualized learning.

The theory of multiple intelligences is proposed by Howard Gardner in 1983. It comes from his dissatisfaction of how intelligence is viewed too narrowly. He proposed that human being has (with them) a set of intelligences that is uniquely combined that makes one person different to another (Gardner, 2011). On one hand, educational system was built upon the idea of intelligence as one's ability to use language or to calculate which predict his future success. On the other hand, one of the fundamental values of Gardner's theory lies upon the views that human beings can find successfulness in many forms (Gardner, 2003). Gardner contended that the previous theory of intelligence reflects human capacity very limitedly. Furthermore, the theory has promised to provide better understanding about

students' differences and how teacher can accommodate those differences especially in the classroom.

However, incorporating the theory of multiple intelligences (MIs) into writing activity is not as many as other approaches. It is due to the fact that the use of the theory is quite new in language education, not to mention its controversial status. Most researchers are concentrating on identifying the interrelation among MIs with foreign language learners, students' achievement levels, attitudes, and technology used (Fose, 2009; Bas & Beyhan, 2010; Yi-an, 2010). Most of these studies are drawing a line between students' MIs and its implication toward their language learning. Nonetheless, no studies are indicated to apply MIs theory to teaching writing. Thus, the researcher finds relating students' MIs might be a remarkable way to promote their writing performance. The rationale of such claim coming from the fact that most writing class relies on the lectures that teachers give regarding writing skill itself which the researcher think is ineffective as Armstrong (2012) refers to "the same old dull way of teaching".

Accordingly, Christison (1996) highly recommended the use of MIs method in second language classrooms. She advocates several classroom activities that classified based on each types of intelligences, for example in developing students' linguistic intelligence the teacher might consider using activities like small and large group discussions, reading articles and books, journal keeping and etc. Nonetheless, addressing all intelligences in a lesson

might simply be unnecessary, one can consider planning a lesson which employs only several mix of intelligences.

Promoting students' writing performances has been conducted by so many researchers with different approaches. The line among these approaches lies on the same patron where students will be given a pattern of a text, the model, and then the students will be asked to do their writing based on the stages of the approach. Despite the advantages one can get from these approaches, the risk of making the students stuck with the model of a text that the teacher give is inevitable. Miska (2004), for instance, was so disappointed with how students submitting their writing task which she considered as a replica of a model of a text she gave them. She did not find any personal investment of students original thought on their writing. The only benefit she claimed she get from the modeling is that modeling might be a guide to make the unclear things become clear. While the drawbacks of giving models in class usually related to students expectation of being given a model in every class, and how "teacher-pleasing" behavior might become habit. On the other hand, the Multiple Intelligences-Based Activities (MIBA) will rely on students doing various different activities which aimed to introduce them to a particular text with 8 different ways which derived from the theory of multiple intelligences proposed by Gardner. This study, hopefully, will be able to provide information that can be taken into consideration by not only

teachers, but also policy makers, curriculum designers, textbook developers and especially the students themselves.

This study is intended to examine activities derived from Gardner's theory of multiple intelligences to be used to promote students' writing performance. The theory itself is mostly used in the superficial level where most researchers aim to find out what intelligences that students possess which contribute to their learning. However, to the best of the researcher knowledge, there are no multiple intelligences-based studies yet that focus to improve students' writing performance. So this study is hoped to open a new path in the application of the theory of multiple intelligences in language teaching and learning generally, in writing skill particularly.

This research, entitled "*Applying Multiple Intelligences-Based Activities (MIBA) to Promote Students' Writing Performance*" was conducted to the students of English Department at Gorontalo State University who are currently undertaking their Writing III subject. The writing subject itself is still divided into 4 main subjects namely Writing I, Writing II, Writing III and Writing IV. However, the researcher focused on students of Writing III as the subject of the research particularly on Narrative writing. In Gorontalo State University, writing class is still being handled in conventional way, which always begins with a lecture about particular text types. Mostly by the end of the semester, the students will be asked to write a text and it will be counted as their final

assignment. Based on the syllabus of Writing III subject, there are several types of text that students need to master. In this research, the researcher focuses on narrative text to be applied with MIBA.

B. Research Question

Based on the illustration given, the researcher formulates 3 major research questions, as follows:

1. How are the students' multiple intelligences profiled?
2. To what extent does the application of multiple intelligences-based activities (MIBA) promote students' writing performance?
3. What are the students' perceptions toward the application of MIBA?

C. Objective of the Research

The theory and practice of Multiple intelligences are new to the English language education field and have never been introduced to the Writing III class at Gorontalo State University. The research is aimed to:

1. To make students aware of their own MIs profile and their own intellectual capacities.
2. To justify whether the application of multiple intelligences-based activities (MIBA) does promote the students' writing performance.
3. To find out the students' perception about the application of MIBA.

D. Significance of the Research

In terms of pedagogical implication, practically, this study is intended to provide several ways to promote students' writing performance. The result of the study is hoped to be implemented in writing classes. The study is not necessarily a kind of patron, where it cannot be changed. It actually is an example of the use of intelligences which can be mixed in favor of the teachers themselves to suit their conditions, resources and most importantly, the needs of their students. The findings are hoped to rise both the teachers' and the students' awareness on the issue of MIs and various ways of activities that can be derived from the theory to be used to promote students writing skills. Thus, the findings hopefully helped the teachers and provide us with opportunities to look differently at the curriculum, instruction and activities regarding promoting students' writing performance.

Theoretically, this study can open a new perspective of the implementation of the theory of multiple intelligences in language learning. It is in the hope of the researcher that this study can contribute to the teaching of writing as well as multiple intelligences itself. Moreover, the study gives a new view in terms of variations of activities used in classroom, especially in teaching writing.

E. Scope of the Research

The researcher limits this study to the application of MIBA to be used to promote students' writing performance. The students will be given a Multiple

Intelligences Inventory, to find out each student's MIs profile that can be used by both students and teacher to provide a better understanding about students' differences.

F. Definition of the Terms

List of the terms bellow is presented in order to clarify terms that the researcher use in this study, merely to avoid any confusion to the reader.

1. **MIs** is Multiple Intelligences
2. **Multiple intelligences-based activities (MIBA)** is a group of activities derived from Gardner's theory of multiple intelligences.
3. **Writing** is a process in which the writers put his/her ideas in written form of a language.
4. **Narrative writing** is a kind of writing where the writers express his thoughts in a series of event which purpose is to amuse or entertain the reader (Derewianka, 1992: 41).
5. **Conventional way of teaching** is perceived as the way that the writing class is usually being handled, which is by giving lectures about writing, and asking the students to write any type of text.

6. **Coherently** derived from the word **Coherent** which means presenting one's thoughts in a clear or well-organized way so it would be easier for other people to understand.

CHAPTER II

LITERATURE REVIEW

In this chapter, previous studies, some related theories, conceptual framework, hypothesis and operational definition are presented.

A. Previous Related Study

There have been many studies conducted in the view of MIs theory; Bas & Beyhan (2010) studied the effects of MIs project-based learning on students' achievement levels and attitude toward English lesson. This is a kind of experimental study where he compares this method with the traditional instructional method. The study revealed that the experimental group which is taught by the MIs project-based learning method appeared to be more successful and have higher motivation in learning English compare to those who was taught by traditional method.

On the other hand, Fose (2006) in her study attempted to explore technology to address students' MIs and learning styles. She challenges some believes about how technology alone can answer students' lack of motivation and learning engagement. She believes that technology itself cannot be the answer to all the issues regarding students' motivation and engagement in the classroom. She emphasizes on the proper use of technology to be the true answer. Furthermore, in her study she proposes

some technology-based lesson which reflects the theory of multiple intelligences.

Yi-an (2010) was undertaking a case study in Taiwan to 2545 students from several department. The study proposed to seek the role of MIs in foreign language learning behavior and performance. The study showed that to some extent MIs does relate to students' learning behavior and affect their English performance. Minxova (2006) studied MIs and different learning styles in the process of teaching grammar. She was emphasizing on how the teaching of grammar need to be varied that suited to students different intelligences and learning styles. She was trying to find out the most developed intelligences of the students and at the end suggesting activities that he thinks suitable according to students MIs profile. This study is conducted to several grades, for example, the 6th class mostly developed on their interpersonal intelligence. Therefore, she suggested the teacher to consider giving the students pair-work activity, mingle activity and so on.

Bas (2008), conducted his research on the integrating of MIs in ESL/EFL classroom concentrating on children. He viewed the 8 intelligences as eight ways of teaching and learning. He thinks that words are not enough, which means that teacher should not rely only on verbal explanation. He also values the fact that Gardner's theory focuses on cooperation instead of competition. He suggested some activities like telling jokes in the class, drama, games, songs and rhymes and etc to be used by teachers of elementary education.

There has been some researcher who attempted to study the interrelationship between MIs and writing skill. Zarei & Mohseni (2012) were conducting a research on the relationship between MIs and grammatical and writing accuracy of Iranian learners of English. MIs inventory, Michigan Grammar test and a writing test have been administered to get the data of the result. The findings suggest that to some extent, several intelligences are the best predictors of Iranian learners' grammatical and writing accuracy. Nonetheless, they seem to support the idea that there are no single methods of teaching writing that can suit all types of learners. They recommend teachers to take into account types of intelligences and giving students different type of treatment in writing classes.

Despite many researches claim that relation is significant between MIs and their dependent variables, a study conducted by Razmjoo (2008) revealed otherwise. He was conducting a research on the relationship between MIs and language proficiency to the Iranian PhD candidates. None of his proposed hypothesis was proved in the findings. The findings indicate that there is no significant relation between the subject of the research's language proficiency and their MIs. Nor, any significant difference between male and female subject in terms of types of intelligences. Thus, he claimed that the result is not dependable nor consistent due to several reasons that might affected it, for example the age of the subjects, and lack of cooperation between the researcher and the subject.

Additionally, the researcher found one study which is closely related to this research, it is the study of the relationship between Iranian EFL learners MIs and their performance in writing (Ahmadian & Hosseini, 2012). This research is fundamentally linked to this research by the same variables of the study itself, both MIs and students writing performance. Nonetheless, it genuinely has a very big difference as well. It lies on the fact that the study conducted by Ahmadian & Hosseini (2012) investigated the correlation of MIs and students' writing performances whilst in this research, the researcher is intended to derive some activities under the light of MIs theory to be applied in writing class in order to promote students' writing performance. Moreover, for some reason, the research conducted by Ahmadian & Hosseini (2012), only takes female students with intermediate level of English as the subject. The findings showed that there is relation between the learners' MIs and their writing performance, although from all eight intelligences only several of them have higher relationship to students' writing performance. Thus, it is imperative for the researcher to take the result of their research into account for the composing of this research.

B. Theoretical Background

1. Theory of Multiple Intelligences

Alfred Binet is well known for his master piece, the concept of intelligence test. Intelligence used to be viewed as innate abilities that one brings with him since birth. His phenomenal collaboration with Simon (1905, as cited in Becker, 2003) who created instrument to measure intelligence with general level measurement scale which is used to identified child's school performance. For many years, both theory and test of intelligences have put reasoning and problem solving as its main core. In countries like the US, the intelligence test are widely use especially to predict the performance of child in school context, the better result he have, the more successful he will become in school. For Indonesia, the IQ test is usually given for those who apply for a job, the result of such test is actually considered as one of the crucial point for either hiring the person or not. Chistison (1995), back when she was still in school was very anxious when the teacher set up the entire class to have an IQ test. The test was free and the teacher was promising extra credit for those who would like to take the test. Yet she claimed that only 25% of the students actually took the test, and the reason for not taking the test is because she was afraid if the result categorized her as "less-intelligent". She knew already that such test usually involved numbers and calculations, the two things that she is weak at.

However, around the mid-80ths, Howard Gardner, the father of MIs theory, claimed that all human beings posses a set of intelligence and each individual has different profile of intelligence (Gardner, 2011). At that time, he

is a well-known psychologist at Harvard University. He has written many books by then, but he senses that something is different with the book he wrote entitled, "Frames of Mind: The theory of Multiple Intelligences". The history of the book itself is quite interesting, as it begins with the grant given by The Bernard Van Leer Foundation with a specific assignment for him which is to write a book on human cognition. The theory of Multiple Intelligences was the result of synthesizing the study of brain, genetics, anthropology, and psychology which aimed to find out the optimal taxonomy of human brain. Being able to identify several "crucial turning points", he named them multiple intelligences rather than abilities or gifts, a minor lexical choice that actually draws a lot of attention to the theory itself (Gardner, 2003).

It is in his belief that human capacity is so much more than what is known as intelligence quotient (IQ), that contributes to their future success. He believes that "to think of human mind as a single mind, single intelligence and a single problem capacity is misleading" (Gardner, 1993). This theory seems to challenge the Binet theory of a single intelligence, in which Gardner thinks that there are many ways of people can be successful. The theory is used to predict what he called "end state" or types of future success, instead of only a single way (Gardner, 1993). This view is rather dominant now, it seems acceptable to acknowledge intelligence as intelligences, which is plural and more varied (Farrel & Jacobs, 2010: 75).

Gardner (1993) defined intelligence as “the ability to solve problems or to create products that are valued within one or more cultural setting”. He suggested that all intelligence needs to be functioned and all are equally important to enrich the life we are in. He initiated 7 types of intelligences, later on he added the naturalist intelligence and claims that he still continues to seek other type of intelligence. The description of those intelligences are as follows:

- 1) Linguistic Intelligence is defined as the ability to use language effectively both orally and in writing. Those who are categorized as linguistically intelligent find memorizing words in the shape of information, persuading people and convincing others, reading books, mastering new language or imitating new dialect is easy. The end state suitable for this intelligence is becoming interpreters, teachers, editors, linguists, and etc.
- 2) Logical/Mathematical Intelligence is the ability to use numbers effectively and reason well. People with this intelligence often favor solving abstract things or doing it with trial and error system. The suitable end state for those who have strong logical/mathematical intelligence could be scientists, analysts, computer programmers, accountants, and so on.

- 3) Visual/Spatial Intelligence is nurtured as the ability to recognize form, color, line, and shape and to graphically represent visual and spatial ideas. People with this intelligence can comprehend mental models, manipulate and draw in details. The spatially intelligent people are more likely to see what people mostly missed in a picture or in daily life situation. The suitable end state for this intelligence is being photographers, architects, sculptures, decorators, designers, mechanics, and so on.
- 4) Bodily/Kinesthetic Intelligence is having a well coordinated body to express ideas and feelings and to solve problems. People who have strong bodily/kinesthetic intelligence can be seen as more expressive than those who are not. Their skill is to have balance, flexibility, and coordination. Becoming athletes, dancers, actors, models and mimes are suitable end state with people of a strong bodily/kinesthetic intelligence.
- 5) Musical Intelligence is perceived the ability to recognize rhythm, pitch, and melody. People with this intelligence usually can hear song played in their head, or learn songs quickly. Being able to play musical instruments like piano, violin or guitar, spending hours listening to music and know pitch and can differentiate musical sounds is actually the characteristic of a person who has a strong musical intelligence.

End state that suit them best is becoming singers, guitarists, music teachers, song writers, DJs, studio engineers and so on.

- 6) Interpersonal Intelligence is the ability to understand another person's feelings, motivations, and intentions and to respond effectively. People with high preference for interpersonal intelligence can connect to other people's struggle, emotions, moods, and needs. Being empathic is one of the strong fortes of people with high developed interpersonal intelligences. However, no conclusive result, yet, comes out from numerous researches on individual's capacity to the success of learning a language. End state suitable for this type of people is social workers, politicians, psychologists, salespeople, lawyers, and religious leaders.
- 7) Intrapersonal Intelligence is viewed as the ability to know about and understand oneself and recognize one's similarities to and differences from others. People with strong intrapersonal intelligence often do self-analysis and reflection about what they think of themselves. They tend to have a clear picture of what they want to become and who they are as a person. Those who have a strong intrapersonal intelligence often find themselves becoming therapists, writers, and religious leaders.
- 8) Naturalist Intelligence is the ability to recognize and classify plants, minerals, and animals, and to know natural distinction very well which often used productively. They like to go hunting, climbing, hiking and

fishing or maybe have farm or botanist garden. The suitable end state for this type of people is farmers, conservationists, environmentalists, and so on.

(Adapted from: Gardner (1993, 2003, 2011), Christison (1995, 1996), Armstrong (2012) and (Farrel & Jacobs, 2010).

Under the view of language teaching, Gardner's theory of MIs offers eight ways to teach rather than one. Therefore, students can experience and cope with their individual differences. Nicholson-Nelson (as cited in Richads & Rodgers, 2001: 9) lists 5 types of project work that can be used to individualize learning; those are multiple-intelligences project, curriculum-based project, resource-based project, student-choice project and thematic-based project. For this study, instead of using the word "project", the researcher choose the word "activities", since the focus is deriving activities from Gardner's theory of MIs to promote students' writing performance.

2. Multiple Intelligences and Other Teaching Approaches and Methods

If one would try to draw a line from the theory of MIs to English language learning, we can possibly classify this into the umbrella of student-centered method. As it is the believe of Gardner's theory that there is no human being who have the same MIs profile, therefore, a single way of teaching (giving lectures, or giving tasks) might not be appropriate for all the students. The

theory focuses on the differences between students and the needs to recognize students' differences in teaching (Richard & Rodgers, 2001).

Despite claiming that intelligence is one's way of solving a problem, Gardner (2003) pointed out that he does not necessarily think that the theory would work in mastering foreign language. He rather believed the use of the theory in employing new theory or concept. In spite of the controversial issues of the effectiveness of using MIs theory to language learning, there have been scholars who still try to find their way of benefiting from the MIs theory itself and until now try to seek for advantages of MIs related to language learning.

Among those scholars is Christison (1996) who was at first, astonished with the fact that the brightest student in her English class was a failure in math class, on the other hand, a young man who struggled the most in her English class was actually the genius in math class. She was confused at the time, she claimed that she did not realize that these students were manifesting different strength which later on called different intelligence. Gardner (2003) confirmed that the MI theory was a result of his establishment about human cognition through biological and behavioral science. This establishment, he claimed lead to his proposition about how as a species we human beings are better described as having a set of a relatively autonomous intelligence It explains how a person is different to another, and how one single method of teaching is not appropriate to all types of learners. In line

with Christison, Larsen-Freeman (2000: 169) stated that teachers who recognize the MIs of their students, acknowledged that students bring with them specific and unique strength, which are often not taken into account in classroom situation.

Richards & Rodgers (2001: 117) advocated that in the sense of MIs, language could be integrated with music, bodily activity, interpersonal relationship and so on. Language, therefore, is more likely to be communicative rather than to be viewed only from linguistic perspective. Harmer (2004), for example, was incorporating music in his multinational group of adult students and found that students respond differently to one another. Some of them were excited about it, some say not very interesting with the genre of the music, some says it's confusing. This example illustrates that a single method or approaches cannot be suitable for all the students at once.

Therefore, if ever one accepts the idea of multiple intelligences, the students having different strength and weaknesses become an acceptable notion. Accordingly, Larsen-Freeman (2000: 172) stated that those who wish to apply the theory in their teaching practices may need to make sure that they did not lose the purpose of teaching the language, whilst occupied at enabling each student to reach their full potential. In addition, due the recent application of MIs theory in language teaching, numbers flaws and lacks with

the basic elements that directly link it to language teaching is unavoidable (Richards & Rodgers, 2001: 117).

However, when scrutinizing these MI/BA, we might find that some of it has been covered by so many other language teaching methods. These teaching methods, approaches and techniques, have, to some extent, acknowledged the presence of multiple intelligences itself. **Direct method**, for example, might have covered linguistic intelligence. **Suggestopedia** is more likely to cover musical intelligence and intrapersonal in which the music can put the mind into relaxation that increases receptivity. It claims, that by setting the students in their most relax mode, they could achieve good goals (Lica, 2003).

TPR (Total Physical Response) might claim to address students' linguistic and bodily-kinesthetic intelligences, to some extent it works very limitedly to the beginning of oral proficiency level (Richards & Rodgers, 2001). **CBI** (Content-Based Instruction) approach might cover linguistic and intrapersonal intelligence. This type of teaching method emphasizes on learning about something rather than learning about the language, it was mostly found in ESP class. Yet, its existence in EFL classroom is quite many since the method still divided into several sub-method like theme-based instruction and etc (Davies, 2003).

In addition, **Genre-Based Instruction** (GBI) has several stages of its implementation in the classroom. Miska (2004), for instance, while conducting

the second stage which is modeling was so disappointed with how students submitting their writing task as just a replica of a model of a text she gave them. She was asking the students to write a letter to a dear friend by giving them a model of text. Based on her findings, students project no personal ideas and imagination in their writing. The students' submitted writings, she admits, to be exactly the same with the model, only the name of the people and places were changed. However, she finds modeling as a guide to make the unclear things become clear. On the other hand, **Silent Way** approach claimed to be promoting students' discoveries and creativity that this method requires teachers to be as silent as possible in the classroom. Thus, Richards & Rodgers (2001: 82) claimed that this particular method relies more on the structural pattern of a language rather than its communicative purpose.

Apart from all the approaches explained previously, this research focuses on deriving activities from Gardner's theory of MIs to be used to promote students' writing performance. The students' engagement with the activities may motivate them to perform better (Dornyei, 2001). Nonetheless, considering a risk of being too close to a particular approach, the way the researcher chose the activities of this research needs to be presented. It is merely to avoid confusion of the application of MIBA with other teaching approach. The notion of this research is how teacher can develop students' writing performance from wide ranges of activities under the light of multiple intelligences theory. While most of other approaches have stages on the

implementation and conducting the stages day after day, a different phenomenon exists in this MIBA approach. The difference relies on what the approach value the most. In this case, it is how all intelligences have been covered and tapped to accommodate students' differences in classroom setting.

Furthermore, instead of focusing on stages, this approach focuses on whether or not all the intelligences have been covered, assuming that all students' differences have been cater for. When all the activities have covered all the intelligences, it signals the end of the procedures. It is a type of continued activities, which reflect on the theory of MIs. The reason for these activities to not be drilled lies on the fact that it is one of the key points which differentiated this method from the others.

3. Multiple Intelligences-Based Activities (MIBA)

The most important and fundamental implication of Gardner's theory lies on its contribution to the education world. If the previous theory of intelligence claimed that intelligence is an innate property that one is born with, Gardner views intelligence as cognitive ability that can change and develop through a life time (2011). This view of intelligences that the researcher wants to pursue on conducting this research, that is how a person has all 8 intelligences in them, make the best use of it by having language class where it all being tapped particularly to promote students' writing performance.

As have been explained in the above section about some approaches that embraces the theory of multiple intelligences, the question arise is why MIBA? Why not other approaches? The answer has been stated throughout the paper, about the importance to cater for students' differences in classroom setting that can be done by applying MIBA, that Harmer (2004) advocates as giving variety of activities to help the various types of learners. The application of MIs-based activities in this research focuses specifically on narrative writing. The reason for that is because generally speaking, this is the type of text that relies more on the writers' imagination. Therefore, an approach that will involve students in experiencing and discovering things is very suggested. In narrative writing, personal investment of the writer is very crucial. How the writer made up characters that involved in the story and complication of the story really determine by the writer's imagination and thought.

Assuring that the students already have writing experience, in their Writing I and Writing II subject, they were equipped with knowledge about writing itself. Nonetheless, Kellogg & Raulerson (2002: 7) suggested that to some extent, the knowledge of correct spelling, punctuation, grammar and text organizations are not sufficient. Students already have the knowledge, but their differences have been neglected in the teaching process, especially in developing essays. Therefore, MIBA come up with a different perspective. One of the reasons for the researcher to choose narrative writing is due to the

fact that most researchers (specifically in Gorontalo State University) focus on other types of writing and very limited researches have been conducted related to narrative writing. In this research, the researcher will give the students exposure on narrative text, and accommodate their differences with MIBA.

Christison (1996) claimed that quality instruction and classroom environment are two things that teachers can control that can cope with students individual differences. In this matter providing varieties of activities that might address all the intelligences, she suggests several activities as follows:

- *Linguistic Intelligence*: lectures, small and large group discussions, reading articles and books, completing worksheets, word games, student speeches, storytelling, listening to cassettes of lectures, journal keeping.
- *Logical-mathematical Intelligence*: scientific demonstrations, logic puzzles and games, problem solving involving calculations, logical-sequential presentation of subject matter.
- *Spatial Intelligence*: charts, maps, diagrams, painting or collages, using mind maps or graphic organizers, using videos, slides, movies, visualizations

activities.

- *Bodily-Kinesthetic Intelligence*: creative movement, hands-on activities, field trips, crafts, creating bulletin boards, cooking and other kinds of "mess" activities.

- *Musical Intelligence*: singing, playing recorded music, playing live music

like piano or guitar, group singing, Jazz Chants, playing mood music while students work.

- *Interpersonal Intelligence*: cooperative groups, conflict mediation, peer teaching, group brainstorming.

- *Intrapersonal Intelligence*: independent student projects, reflective learning

activities, self-teaching programmed instruction, personal journal keeping, personal goal setting, individual projects.

Naturalistic Intelligence: visit the zoo, watch discovery channel, have class in natural setting, doing projects involving the nature.

(As cited in Christison, 1996)

This theory gives the researcher freedom to choose the activities that will be used considering the feasibility of the activities, the resources, and students' commitment on doing these activities. The implementation of this MIs-based activities have settings on a regular writing class, since it aims to

promote students' writing performance, the presence of Linguistic intelligence is overruled the others, it occurs in almost all activities being chosen.

This part describes how the activities are divided based on the type of intelligences.

❖ **Verbal-Linguistic Intelligence**

Students with high linguistic intelligence show abilities with words and language both in speaking and writing (Armstrong, 2009: 6). Students will show their verbal-linguistic intelligence by the time they make their own narrative writing.

Activity: organization of narrative story

1. Objectives and goals
 - a. Students should be able to identify the organization of narrative text
 - b. Practice creative writing
2. Required materials

Narrative stories like: Cinderella, the Bear and the Rabbit and the legend of Toba Lake (see appendix K, L, M)

3. Procedures
 - a. Students reads handout, narrative short stories, silently.
 - b. Students will categorize the organization of each of the narrative story
 - c. Brain storming about the organization of narratives through classroom discussion.

- d. In group, students should create a narrative story of their own and they can choose their own story starters to help them along the way (see Appendix N)
4. Working modes
- a. Individual work
 - b. Group work

❖ **Musical Intelligence**

This intelligence has to do with music, rhythm and song. Armstrong (2009: 7) contended that one of the characteristic of musical intelligence lies with one's ability to express musical form. The use of song to accelerate learning will be used in terms of narrative writing. The students will have to listen to a song and try to write some kind of scene based on that song.

Activity: writing a scene based on a song that students listen to.

1. Objectives and goals
 - a. Students should be able to use their imagination to projects lyrics of a song into the form of creative writing
 - b. Students should be able to write a scene based on a song
 - c. Practice creative writing
2. Required materials

The chosen song is Someone Like you- ADELE----. A set of portable speaker and a music player and sheets which is the lyrics of the song.

3. Procedures

- a. Students listen to a song, they might enjoy the song and sing along
(see Appendix O)
- b. Students will need to use their imagination to create a scene based on that song.
- c. The students will work in pair
- d. Along with writing the scene, the students need to clearly state the narrative organization of the scene they write.
- e. The students will share the scene that they created with the whole class.

4. Working modes

- a. Pair work
- b. Group work

❖ **Logical-Mathematical Intelligence & Visual-Spatial Intelligence**

Person who displays a good ability with numbers, reasoning and problem solving is contended to have strong logical mathematical intelligence (Armstrong, 2009: 6). In this activity, the researcher would like to present it together with visual spatial in which students will need to do the logical-sequential pictures that they need to rearrange.

Students with visual-spatial intelligence need to see what they are learning to be presented in graphs, charts, pictures, sight related things (Larsen-Freeman, 2000: 169). Related to narrative writing, pictures that have stories will be used to promote students narrative writing.

1. Objectives and goals

- a. Students should be able to rearrange pictures of a story which is jumbled to its cohesive structure.
- b. Students should be able to connect pictures with story to make a well sequenced story.
- c. Practice creative writing

2. Required materials

A set of pictures-aided story

3. Procedures

- a. Students will be given work sheet of pictures aided story (see Appendix P and Q)
- b. Students will need to sit in pairs.
- c. Each of them (in pairs) will be given different set of picture aided story from their pair.
- d. The set of pictures given to the students is not in its sequential order, they need to re-arrange the story firstly

- e. Students will write the story based on the pictures on their work sheet.
- f. Students will exchange pictures-aided story they made with their pair.

4. Working modes

- a. Pair work

❖ **Naturalist intelligence**

Naturalist intelligence deals with sensing patterns and making connections to elements of nature (Armstrong, 2009: 6). Students with strong naturalist intelligence will always want to see connection between their learning and the natural world. In relation with narrative writing, the students with strong naturalist intelligence will find categorizing stories easier for them to do.

1. Objectives and goals

- a. Students will be able to expand their knowledge on varieties of narrative story like Fable (see Appendix R & S)
- b. Practice creative writing focusing on fable story

2. Required materials

Narrative stories focusing on fable

3. Procedures

- a. Students will be given a fable story and divided into 4 groups.
 - b. Students will have to identify the message and organization of fable narratives (see Appendix R & S).
 - c. Students will need to use categorize the “bad” and the “good” character of the story and identify the nature of the characters.
 - d. Classroom discussion on fables in narrative writing
 - e. Students will practice their creative writing focusing on fable
4. Working modes
 - a. Individual work
 - b. Group work

❖ **Kinesthetic intelligence**

GAMES!! The games that is intended to cater for students kinesthetic intelligences is called “Guess Who?”

1. Objectives and goals
 - a. The students should be able to identify characters of several narrative stories that are demonstrated by their friends (see Appendix T).
 - b. Students should be able to practice their acting skills
2. Required materials

Some characters of narrative stories written in a piece of paper.

3. Procedures

- The class will be divided into some groups, and each member of the group will contribute to this game, each group have 5 members.
- This is a competitive game, one student “demonstrator”, will act out a certain role related to some character in narrative story. The demonstrator get **30 seconds** to get others to guess the character he is playing
- Each group will discuss who will play as “demonstrator”, the demonstrator will demonstrate whatever characters that they picked.
- The characters are written in a piece of paper in a bowl where the demonstrator put his hand in and take one of the paper.
- The other member of the group should guess the character that the demonstrator played.
- The demonstrator should not make any voice at all, she/he can only use hand gestures and body language.
- Each demonstrator needs their friend to guess as many character as possible, the winner is the group who guess the most characters.

4. Working modes

Group work

❖ **Intrapersonal intelligence**

Student with strong intrapersonal intelligence usually have their own ideas, feelings and values (Larsen-Freeman, 2000: 169). Students' personal investment on the story they made, in terms of narrative writing will be a very good example of intrapersonal intelligence.

❖ **Interpersonal intelligence**

Group learning is considered as one of the activity in which students with strong interpersonal intelligence favored the most.

4. The Nature of Writing and Narrative Writing

Gimson (1980) claimed that writing is the visual representation of speech. Any piece of written he suggested is originally an attempt of reflecting the spoken language and that the latter proceeds the former for both the individual and the community. Before coming to writing skill, one usually has been introduced to listening, speaking, reading as a skill. Accordingly, Yule (2010: 212) defines writing as the use of graphic signs which symbolically represent a language.

However, in second language learning, writing is always seen as a hard skill for students to master as Blanchard & Root (1998) claimed that learning to write in a new language is not always easy. Sometimes, even writing in our first language is difficult, to add the problems, we are expected to write in a new language that we just learn. Accordingly, Richards & Renandya (2002: 303) said that writing skill is still considered as a the most difficult skill to

master, since writing as a skill involves so many things, from the basic like punctuation and capitalization to the more advanced one.

On the other hand, Leo et al. (2007) claims that as a process of expressing ideas or thoughts in words, writing should be done at our leisure. Whilst most of approaches to writing usually involves lecturing which indicates no fun at all. However, to some extent, the knowledge of correct spelling, punctuation, grammar and text organizations are not sufficient, especially in the university level (Kellogg & Raulerson, 2002: 7).

In language classrooms, students seem to think of writing as a serious activity which is learned under stressing steps. In English department of Gorontalo state university, teaching writing skills, along with speaking, listening and reading to students is each divided into 3 subjects. Writing is given as a series of courses beginning with Writing I focussing on the basic things of writing, Writing II focussing on the development of paragraph and introducing essay to students, essay, Writing III which is limited to the development of essays, which includes narrative and Writing IV that focus on academic writing. The teaching of Writing III is normally conducted in the classroom using conventional way of teaching.

Based on the syllabus of Writing III subject, the students are expected to be able to write different types of essays, one of them is narrative. The purpose of a narrative text is to entertain and amuse the reader (Derewianka, 1992: 40). The narratives is still divided into sub-types but still typically

imaginary. The types of narratives include fairy tales, mysteries, romances, horror stories, adventures, fables and moral tales, myths and legends.

Derewianka (1992: 41) advocates that the narrative text is originated into 3 sequence of actions, namely orientation, complication and resolution. In the orientation, the writer will introduce both major and minor characters in the story, the setting of the story is also presented here. The flow of ideas and imagination that the writer puts forward in narratives is controlled with complications and problems arise in the story. The more twisted the complication is, the better the reader engaged to the story by venturing a guess to know what will happen next. At last, the resolution is presented to satisfy the readers' curiosity about the end of the story.

5. Writing as a Process Vs Writing as a Product

Broadly speaking, there has been two ways in which writing is seen. Its either from the point of view of writing as a product or writing as a process. Harmer (2004) contended that in teaching writing, a teacher can either focus on the product of that writing or the writing process itself. When concentrating on the product, the important aspects are the aim of a task and in the end product. A process approach aims to get to the heart of the various skills that most writers employed.

Nunan (1991) advocates that the tendency of expecting students to be able to produce something in written form fluently and competently is always

been a product-oriented approach. On the other hand, process-oriented approach is focusing on meaningful classroom activities which are used to developing students to become a skilled language use. Imitating, copying and transforming models of correct language are the 3 main activities that students involved in, when product-oriented approach is used. When it comes to process-oriented approach, Nunan (1991: 87) sees it as a long painful process, yet no emphasis in formal correctness, in which the final text comes out after going through several successive drafts.

The application of MIBA is neither viewed in those two ways. The theory relies on whether or not the 8 intelligences have been covered in a particular learning process and all students' differences have been accommodated, in this study, to promote students' writing performances. Furthermore, Brown (2007: 110) stated that several educational contexts have adopted the theory, and some have successfully show the relation of each intelligences to certain demand in classroom

C. The Conceptual Framework

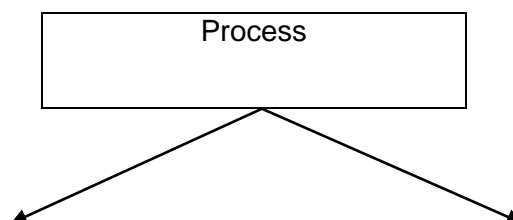
A teaching process should be beneficial for all the students. The teacher needs to carefully examine what teaching method or approach that can actually suitable for all students. To some extent, this never happens, teacher continues with the way of teaching that we categorized as conventional way, which is giving lectures about a particular subject. As a result, only few

students benefited from that process and the others are not. Then some of the students failed, and they get to take the blame for not studying. It never occurs to teacher that it might be the teaching and learning process she/he chose is not suitable for the students, as Gardner view, only beneficial for students with strong linguistic intelligence.

In this study, accommodating the students' differences will be based on something they have as individual; multiple intelligences. There will be two classes to enroll in this study, the control group and the experimental group.

Moreover, classroom activities for the experimental group were designed in a way that reflects 8 intelligences so all the students with different set of intelligences can be benefited from it (Christison, 1996). Unlike the experimental group, the students of control group will have their writing class in a usual or conventional way. As a part of the experiment, the student in the experimental group will take their Multiple Intelligences Inventory that will be used to find out their intelligence profile. The outcomes of this research are the students' performance in writing narrative essay and the information of students' MIs profile. The interview will be used to find out students' perception toward the application of MIBA.

The conceptual framework for this research is illustrated bellow:



Experimental Group	Control Group
<ul style="list-style-type: none"> ➤ Profiling students' MI using McKenzie's MI Inventory. ➤ The application of MIs-based activity (as independent variables) ➤ Administering Perceptual Questionnaire 	<ul style="list-style-type: none"> ➤ The application of conventional way of teaching.

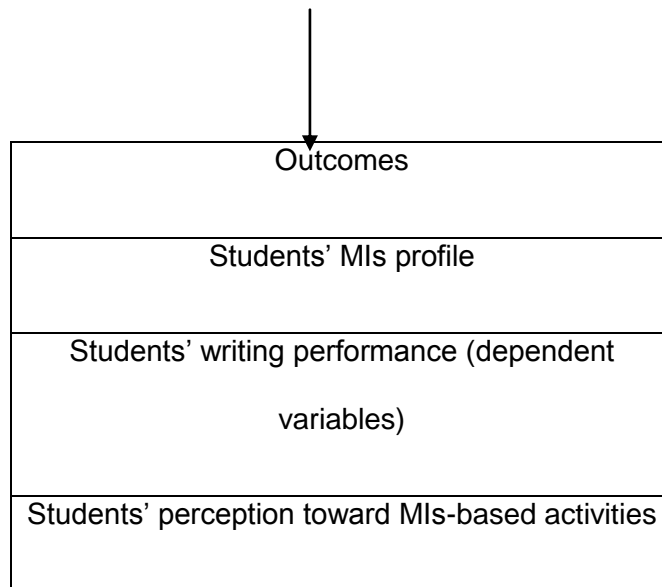


Figure 1: The conceptual framework

D. Hypothesis

Based on the conceptual framework, the researcher puts forward two hypotheses, namely:

1. The alternative hypothesis (H_1): there is a significant difference between writing performance of the students in which multiple intelligences activity-based are applied and those with conventional teaching methods.
2. The null hypothesis (H_0): there is no significant difference between writing performance of the students in which multiple intelligences activity-based are applied and those with conventional teaching methods.

E. Operational Definitions

To make it clear, several terms used in this research needs to be clarifies by giving specific definition. They are as follows:

1. **Students' multiple intelligence profile** is the result of a multiple intelligence inventory that the students take that will determine students' multiple intelligences.
2. **Students' writing performance** is how well students do in their writing that can be measured by specific scale.
3. **Students' perception** is students' point of view after the application of MIBA that can be gained through the result of the interview.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this part is to present, describe and elaborate the methodological approaches chosen for this research. The research method includes research design, population and sample of research, and procedures selected for data collection and data analysis. The aim of the current study is to apply the MIs-based activities to promote students' writing performance, therefore the researcher uses a quasi experimental research design.

A. Research Design

In research where the students are in pack (divided in classes), it is quite hard for the researcher to split them and conducting a quasi-experimental design is the possible answer (Gay et al., 2006: 257). There are several types of quasi-experimental designs; however, this research applied non-equivalent control group design. Sugiono (2010: 116) advocates that in non-equivalent control group design, there are two groups that are enrolled in the study, namely experimental group and control group. One class was chosen as the experimental group and one class as control group. The experimental group had exposures on MIBA in their writing class for several meetings, while the control group had the conventional way of writing class.

The conventional way of writing class is perceived as using direct method in which teachers gave lectures and ask students to do the task.

In this study, both groups were employed a pre-test prior to the experimental process. It needs to be noted, that only experimental group were given Multiple Intelligences Inventory as a part of the experiment itself. After the experiment, both of the groups were given post-test. At the end, results from pre-test and post-test of the experimental group and control group were compared.

The students in the experimental group were given various activities based on the theory of multiple intelligences which represent all those 8 intelligences. Unlike other types of teaching method which is based on completing stages of a particular text and do the drilling part day after day, the MIBA were focused more on whether or not all the intelligences had been covered. Therefore, it is after all the notion of MIBA to approach one thing with various different ways rather than the drills. Saliently, none of the activities are being repeated except for different intelligences being covered.

The design will be formulated as follows:

Groups	Pre-test	Experimental design	Post-test
Eg	T ₁	-Multiple Intelligences Inventory	T ₂

Cg	-Multiple intelligences-based activities (MIBA)	
	T ₁	Conventional way of teaching T ₂

Table 1: Formulated design of the research

In which:

Eg : Experimental Group

Cg : Control Group

T₁ : pre-test

T₂ : Post-test

B. The Role of The Researcher

McKay (2006: 7) stated that one of the main characteristics of the quantitative research lies upon the role of the researcher to observe, measure and distant herself from the object of the research. In line with McKay, most experts in educational research contended that in experimental study, the researcher is better to not be as well as the experimenter. The risk of having the so-called “experimenter biased” has been the main concern of such statement.

Nonetheless, the researcher thinks that training the writing lecturers about MIBA will be both time consuming and impractical. It will be time consuming in terms of the amount of time the researcher will spend if in case she needs to train the writing lecture about the procedure of the research. Due to the impracticality issue, the researcher considers the feasibility of the writing lecturers herself regarding with her willingness to do the research. Suffice it to say, considering those two reasons, the researcher gave the treatment to the experimental group herself. In order to avoid other variables to interfere the result of the research, the researcher also stands as the lecturer for the control group. Therefore, the researcher admits that this issue of being both the researcher and the experimenter is one of the weaknesses of this study.

C. Population and Sample

The research was conducted to the English Department students of Gorontalo State University. This study was carried out to the students of English department academic year 2011/2012, who are currently in their 4th semester. The method of taking the sample of this research is purposive sampling. The reason for choosing the students of 4rd semester as the subject of the research lies on the fact that they have passed their Writing I, which is the introduction to writing, and Writing II subject that focussing on paragraph development. On Writing III, they were focussing on the development of

essays of various types, which includes narrative text which is the target text type of this research. In Writing IV, the students will be focusing on academic writing as preparation for their Skripsi writing.

The 4th semester students of English Department are divided into 5 classes, and were currently taking their Writing III subject. Two classes were enrolled in this study for approximately about 40 students as the subjects, one acted as the control group, and the other one was given treatment. The class that acted as the experimental group was decided randomly by lottery taking, the researcher randomly took two classes out of five classes. This method is also known also simple random sampling. This sampling method has been used in many quasi-experimental researches. Bas & Beyhan (2010), for instance, used this method to determine which class enrolled as the experiment group and which one as the control group. In this research, the experimental group had their Writing III class with the application of MIBA, while the control group had their Writing III class conducted in the classroom using conventional way of teaching.

D. Instrument of the Research

In this section, the research instruments used in this study were presented. This study used several instruments to collect the data of this research.

1. Multiple Intelligences Inventory

In order to determine students' MIs profile, the researcher used Multiple Intelligences Inventory (McKenzie, 1999). Multiple intelligences Inventory has been widely used in most of multiple intelligences based research in order to have the information on students MIs profile. MIs profile is unique, that it is different from person to the other.

It is imperative for the researcher to take the inventory itself, before employs the inventory to the students. Christison (1996) suggested the teacher should first take the MIs based inventory under the impression that our own intelligences as a teacher is closely related to our teaching practice and the decision we make in our own classroom.

2. Pre-test and Post-test

To answer the above research questions in this study, the researcher measured the students' writing performance in the two groups before and after the study. The test that was given to the students is an essay writing test. In both pre-test and post-test, the students were asked to produce a piece of narrative essay on their own but the title was provided. The pre-test and post-tests on English writing were used to measure students' writing performance. The measurement of such tests was based on Jacobs et al.'s writing scale (as cited in Hughes, 2003: 104). The pre-test was administered to students of both experimental and control group, to have the data about

students' prior knowledge. Meanwhile, post-test was given after the treatment to know the students' progress after the application of MIs-based activities.

3. Questionnaire

In order to find out the students' perception about the application of MIBA, the researcher used questionnaire as the technique. The questionnaire was administered after post-test to the experimental group. Sugiyono (2010) stated that questionnaire can be a tool to collect data efficiently and the questions can be open question or close questions. To calculate the data from the questionnaire, the researcher used the Likert Scale measurement (Sugiono, 2010: 134).

E. Variables of the Research

This research has two variables namely independent and dependent variables. The independent variable of this research is the application of MIBA in writing class, while the dependent variable is the students' writing performance.

F. Procedure of Data Collection

The instrumentation of data collection has been presented before, in this part, the way the data are collected were presented. As the experimenter, the researcher gave pre-test and post-test to both, control group and experimental group. The experimental group took multiple intelligences

inventory to find out each student's MIs profile. Toward the end of the procedure and after the post test had been administered, a questionnaire was given to the experimental group to find out the students' perception toward the application of MIBA.

1. Pre-test

Both experimental and control group were given pre-test in order to know students' prior knowledge in writing. The researcher asked the students to produce a narrative text which topic has been prepared for them. For the control group, the pre-test was given before they have lectures on their Writing III subject. The experimental group, however, were given pre-test and then multiple intelligences inventory as a part of the experiment itself and then afterward had their writing III class with MIBA.

2. Multiple Intelligences Inventory

Multiple intelligences inventory was administered only to the experimental group in order to find out the students' MIs profile. The inventory that was used in this research is McKenzie (1999) multiple intelligences inventory.

3. The Procedure of Applying Multiple Intelligences-Based Activities (MIBA)

This section provides the rationale behind the design of multiple intelligences-based activities (MIBA) that is used in this study. It is important to ensure that at the end of the application of MIs-based activities, all intelligences have been covered. Yet, there might be one to two intelligences that will outshine the other suited to the aim of the research which is to promote students' writing performance.

The researcher began the treatment by administering the pre-test to the students in the first meeting. In the second meeting, the researcher gave the students explanation about MIBA that the researcher intended to use to promote students' writing performance. After that, the students took their MI inventory. The result of such inventory was used to find out the students' MI profile.

In the third meeting, the students read the handouts (narrative short stories) silently (See Appendix K, L, & M). The students had to categorize the organization of each of the narrative stories. The students, then, sat in groups and discussed about the organizations of narratives. In group, the students had to create a narrative story of their own and they can choose their own story starters to help them along the way (see Appendix N).

In fourth meeting, the student listened to a song through a music player and speakers. The students enjoyed or sing along as they pleased. After the song being played two times, the researcher instructed the students to write a scene based on a song that they just listen to. Students should be

able to use their imagination to projects lyrics of a song into the form of creative writing (see Appendix O)

In fifth meeting, the students were given work sheet of pictures aided story (see Appendix P & Q). The students sat in pairs, and were given a different set of picture aided story from their pair. The set of pictures given to the students was not in its sequential order. The students will need to re-arrange the story. Then, the students wrote the story based on the pictures on their work sheet. At the very end of the class, the students exchanged pictures-aided story they made with their pair and discussed about it.

In the sixth meeting, the students sat in groups and were given fable story. The students had to identify the message and organization of fable narratives (see Appendix R & S). The students needed to categorize the “bad” and the “good” character of the story and identify the nature of the characters. Then, there was a classroom discussion on fables in narrative writing. After the classroom discussion, the students needed to practice their narrative writing focusing on fables.

In the seventh meeting, the class were divided into some groups, and each member of the group participated into a game. This game was called “Guess Who” (see Appendix T), a competitive game in which one student was picked as the “demonstrator” that acted out a certain role related to some character in narrative story. The demonstrator got **30 seconds** to get others to guess the character he is playing. The characters were written in a piece of

paper in a bowl where the demonstrator put his hand in and take one of the papers. In playing the game, the demonstrator should not make any voice at all, she/he can only use hand gestures and body language. It is the job of the other member of the group to guess what character that the demonstrator is playing. Each demonstrator needs their friend to guess as many character as possible, the winner is the group who guess the most characters. Assuming that my calculation is correct, all intelligences have been covered in the above meetings. This signals the end of the application of MIBA.

In the eighth meeting, the researcher administered post-test. In the post-test, the students were asked to produce a piece of narrative essay on their own. At the very end, the students of the experimental group were given a questionnaire by the researcher in order to find out the students' perception about the application of MIs-based activities.

4. Post-test

Following the end of the treatment is usually a post test that was administered to both control and experimental group. As in the pre-test, the students was also asked to write a narrative text. After that, the result of pre-test and post-test were calculated, to measure whether or not the application of MIs-based activities did promote the students' writing performance.

5. Questionnaire

After the post test, the students of the experimental group were given questionnaire by the researcher to find out the students' perception toward the application of MIBA. Mackey and Gass (2005: 96) contended that it will be best if questionnaires or interviews for foreign language learners to be given in their first language, yet considering the level of the students, the researcher gave the questionnaire in English. In order to ensure the reliability of the data attained from the questionnaire, the researcher administered the questionnaire two times.

G. Technique of Analyzing the Data

The data resulted from the test were analyzed by using quantitative analysis. The steps of analyzing the data are as follows:

1. Students' Writing Performance

Hughes (2003) claimed that in order to know one's ability in writing, nothing is better than to get them to write. Despite many types of writing scales there is, the researcher chooses Jacobs et al. (1981) as cited in Hughes (2003), the analytic scale that has been widely used to assess students writing ability. The students' writings were analyzed based on five aspects namely content, organization, vocabulary, language use and mechanism. The analysis was based on the following:

ASPECT	SCORE	LEVEL/ CRITERIA
--------	-------	-----------------

CONTENT	<p>30-27</p> <p>26-22</p> <p>21-17</p> <p>16-13</p>	<p>EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic</p> <p>GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail</p> <p>FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic</p> <p>VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate</p>
ORGANIZATION	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive</p> <p>GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</p> <p>FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</p> <p>VERY POOR: does not communicate • no organization • OR not enough to evaluate</p>
VOCABULARY	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register</p> <p>GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i></p> <p>FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured</i></p> <p>VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate</p>

LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions • <i>meaning confused or obscured</i>
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

(Jacobs et al. (1981) as cited in Hughes, 2003: 104)

The scale seems problematic for new users, for that reason, the researcher managed to make the extended version of the scale. The extended version was aimed to make the raters easier to use the scale itself, the extended version can be seen on appendix F. Moreover, the researcher also made materials training for the raters that can be seen on appendix G.

2. Inter-rater Reliability

In experimental research, data measurement and calculation is crucial. Apart from avoiding experimenter biased, any experimental research should

also prevent the so-called measurement biased. In this research, for example, presenting a faulty measurement of students' writing performance will eventually invalidate the entire experiment. Therefore, the researcher used inter-rater agreement to ensure the reliability and validity of the data measurement.

Mackey and Gass (2005: 145) defines inter-rater reliability as the consistency of scores given by two or more raters. Accordingly, Hughes (2003, p. 50) contends that having at least 2 independent scores are salient to avoid subjectivity of scoring. In this research, the researcher will use 3 inter-raters (including herself) to ensure the reliability of the scores given to the students' writing performance on both pre-test and post of experimental group and control group. In order to have high rater reliability, the researcher presents some important key points.

a) Rater selection

Graham et al. (2012: 16) contends that in order to increase the rater agreement, it will be better that the inter-raters are selected to meet some criteria. One of the criteria set up by the researcher is that all three inter-raters are in the same level of education to ensure that all the inter-raters are in slightly the same level of English proficiency. The second criteria set up by the researcher is that all the three raters were currently involved in a research that used the same scale so that understanding on the scale itself can be guaranteed.

b) Piloting the rater-agreement and Raters training

Graham et al. (2012: 21) advocates that it is salient for the raters to pilot giving scores to have a higher agreement level in giving the real score. In this research, before the real scoring, the researcher took 5 samples of students' writing and asked all the raters to give scores. Then, the raters discussed about the scores given, for example if one rater give 50 in 1 item while the others give 90, each raters need to sort out the criteria of the scores and discuss on the agreement of the scores given to that particular item.

Using Jacobs et. al writing scale may raised up some issues, especially working with more than 1 raters. The problems can be varied from determining the numerical ranks to understanding the state of the mastery level presented in the scale. Therefore, it is salient for the raters to be trained to familiarize them with how to use the scale itself. Analyzing this research, the research and her raters' team took 1 week straight to be trained. During the training process, the problems of determining numerical ranks and state of mastery levels were solved. There were approximately 20 students' writing sheets that were being used during the training process. The level of reliability scoring of raters appear to be more reliable toward the end of the training itself.

Wang (2009: 3) stated that the raters need to have script the standard scoring that they have agreed upon after the discussion. During and after the

training, all the 3 raters were given the copy of the script of rating-agreement before the real scoring. After the agreement (discussion about standard scoring and the training) the differences of the raters' scores are not too obvious that leads to a more reliable raters scoring.

c) Giving the score

Realistically, it is impossible to expect the raters to give exact same scores to students' writing performance after the discussion of standard scoring. For example, rater 1 might give total score 45, rater 2 gives 42 and rater 3 gives 47, the question is whose score will be taken as the final score? Wang (2009: 3) stated that the final score that will be given to the students' writing score is the mean of the scores given by 3 raters.

3. Calculating the students' score:

$$\text{Score} = \frac{\text{students score on each component}}{\text{Score of all components}} \times 100$$

The score classified into seven levels as follows:

96-100	classified as Excellent
86-95	classified as Very Good
76-85	classified as Good
66-75	classified as Fairly Good
56-65	classified as Fair

36-55 classified as Poor

0-35 classified as Very Poor

Then the researcher analyzed the data of this research by using Pearson product moment added by SPSS 16.0 (Statistical Package for Service Solution) software program. In this case, the independent variable is the application of MIBA and the dependant variable is students' writing performance. The mean, standard deviation, and the significance difference of writing performance of the experimental group and control group was computed.

4. Multiple Intelligences Inventory

Only the experimental group was given this Multiple Intelligences Inventory (McKenzie, 1999). The result of such inventory was used to find out students' individual multiple intelligences profile. The inventory presents 80 statements in which students were asked to place 1 next to a statement that they feel accurately describe them, or leave a blank page next to a statement that does not describe them at all. The result indicated the students' MIs profile.

5. Questionnaire

The researcher used questionnaire as the technique, to attain the data of the students' perception toward the application of MIs-based activities. In order for the data from the questionnaire can be calculated, it should be

altered into numbers. The researcher uses Likert scale measurement. Sugiyono (2010: 134) contend that Likert scale is mostly used to measure attitude, perception, or social phenomenon. The items on the questionnaire have varied gradation, from the very positive one to the very negative.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and the discussion of findings. The description of students' MI profile, result of the data analysis, analysis of perceptual questionnaire and the verification of the hypothesis are presented in finding part, and further explanation on the improvement of students' writing performance using Multiple Intelligences-Based Activities (MIBA) is presented in discussion part.

A. FINDINGS

The findings covered the description of the MI profile of the students' of the experimental group, the data analysis on the students' writing performance and perceptual questionnaire. The data of the students' writing performance was collected from 40 students of 2 classes, namely the experimental and control group. Both groups were given pre-test and posttest to obtain their writing performance. Toward the end of the procedure, the experimental group was given perceptual questionnaire in order to acquire their perception about the application of MIBA.

The findings part enlarges several statistical aspects of data from students' writing performance including the homogeneity of the samples, the data distribution and the result of independent sample t-test. The homogeneity of the sample is conducted to ensure that the samples both

control and experimental group are homogeneous. The data distribution part presented to see whether or not the data was distributed normally. The independent sample t-test presented to obtain the differences between experimental and control group. Moreover, the entire data of this research are provided to decide whether or not the formulated hypothesis is accepted.

1. Students' MI Profile

In order to find out of students' MI profile, the McKenzie Multiple Intelligences Inventory (1999) was administered. The inventory was taken by 20 students of the experimental group at the very beginning of the application of MIBA, before administering the pre-test. The inventory itself consists of 80 questions that projects 8 types of intelligences with 10 questions in each section. The result of the inventory was divided into 3 categories which are highly developed intelligence, moderately developed intelligence, and underdeveloped intelligences. The description of students MI profile is presented below:

Inventory Section	Highly Developed		Moderately Developed		Under Developed		TO TAL	
	Fr equency	Per centage	Fre quency	Perc entage	Fr equency	Per centage		
sec. 1	5	25 %	14	70%	1	5 %	0	00%
sec.2	9	45 %	10	50%	1	5 %	0	00%

sec. 3	9	45%	11	55%	0	0%	0	00%
sec. 4	7	35%	10	50%	3	15%	0	00%
sec. 5	5	25%	15	75%	0	0%	0	00%
sec. 6	0	0%	15	75%	5	25%	0	00%
sec. 7	8	40%	12	60%	0	0%	0	00%
sec. 8	1	5%	16	80%	3	15%	0	00%

Table 2: the result of students' MI Inventory

In order to have a clearer picture on the students' result of MI Inventory, the results on the table 2 was altered into figures as follows:

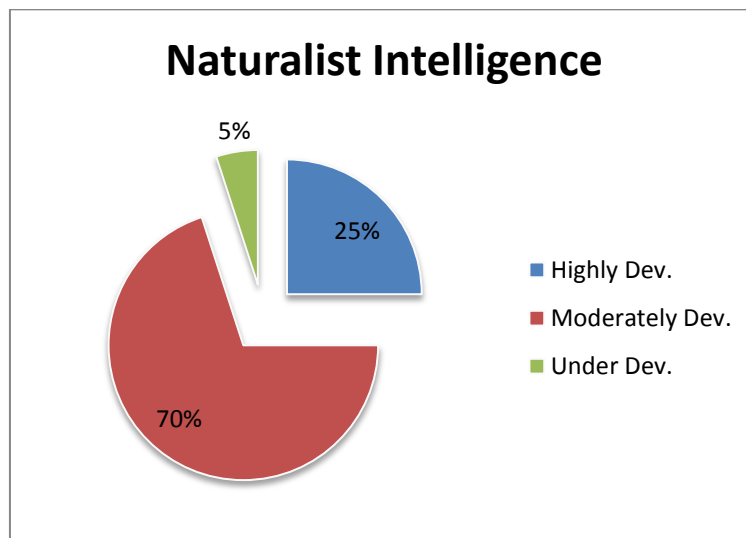


Figure 2: Result of students' MI Inventory on Sec. 1 (Naturalist Intelligence)

Figure 2 indicated that in section 1 (Appendix D) which is naturalist intelligence, 5 students (25%) have highly developed intelligence, 14 students (70%) have moderately developed intelligence and 1 student (5%) has underdeveloped intelligence.

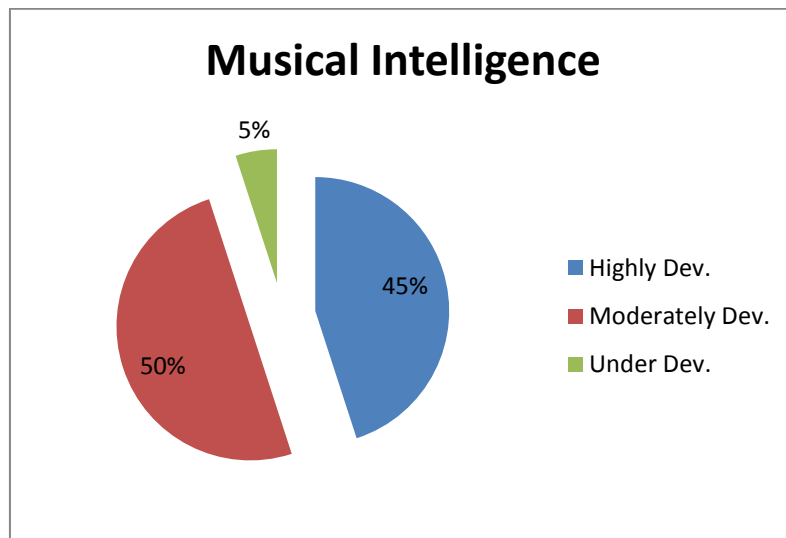


Figure 3: Result of students' MI Inventory on Sec. 2 (Musical Intelligence)

Figure 3 indicated that in section 2 (Appendix D) 9 students (45%) have highly developed intelligence, 10 students (50%) have moderately developed intelligence and 1 student (5%) has underdeveloped intelligence.

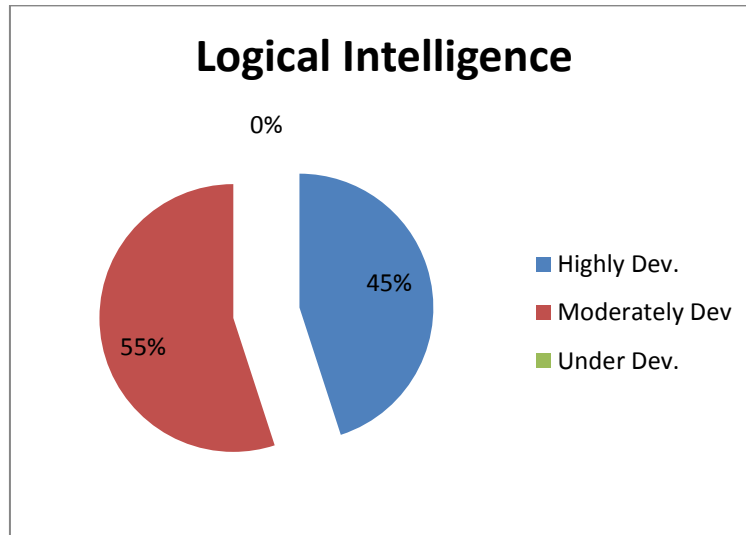


Figure 4: Result on students' MI Inventory on Sec. 3 (Logical Intelligence)

Section 3 (Appendix D) which described in figure 4 unfolds that in terms of Logical intelligence 9 students (45%) have highly developed intelligence, 11 students (55%) have moderately developed intelligence, and no students are indicated to have underdeveloped intelligence.

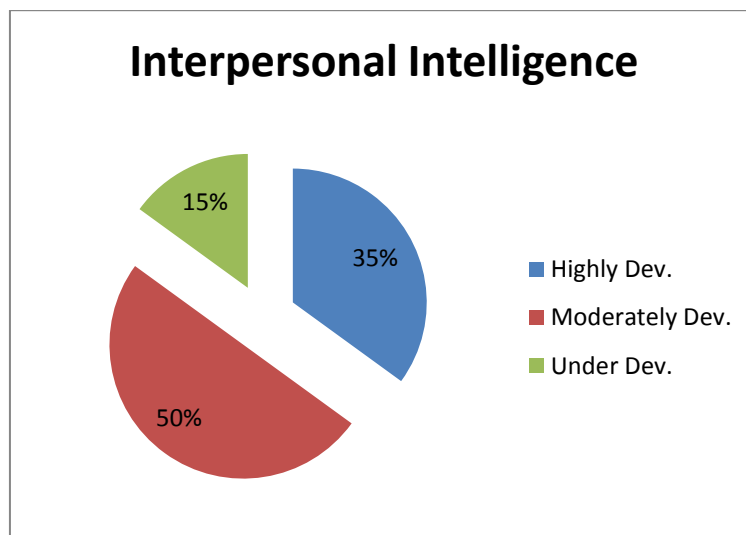


Figure 5: Result on students' MI Inventory on Sec. 4 (Interpersonal Intelligence)

Figure 5 which is interpersonal intelligence (Appendix D) illustrated that 7 students (35%) have highly developed intelligence, 10 students (50%) have moderately developed intelligence, and 3 students (15%) have underdeveloped intelligence.

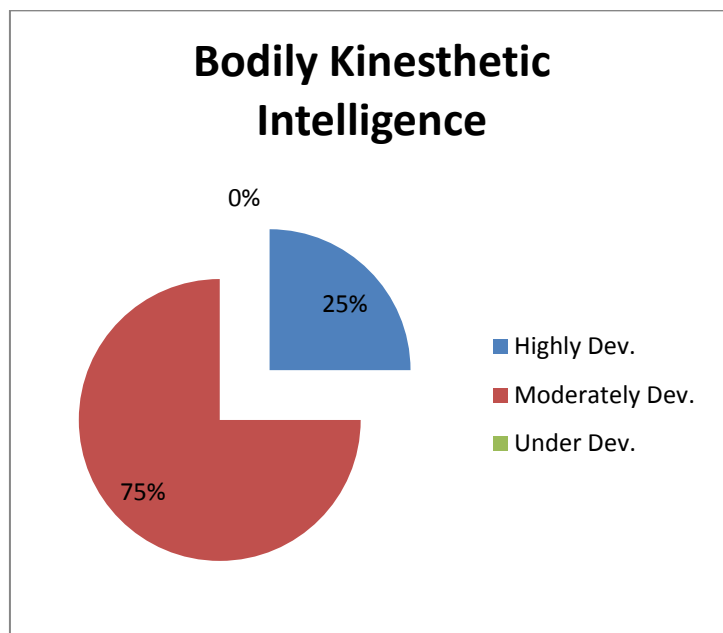


Figure 6: Result on students' MI Inventory on Sec. 5 (Bodily- Kinesthetic Intelligence)

Figure 6 narrated that in terms of bodily-kinesthetic intelligence (Appendix D), 5 students (25%) have highly developed intelligences, 15 students (75%) have moderately intelligence and no students are indicated to have under developed bodily kinesthetic intelligence.

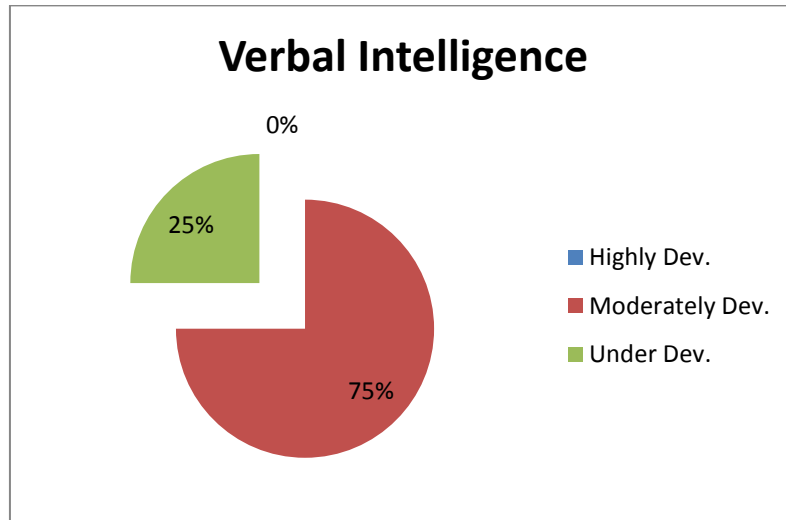


Figure 7: Result on students' MI Inventory on Sec. 6 (Verbal Intelligence)

Figure 7 described that in sec. 6 (Appendix D) which is verbal intelligence, no students were indicated to have highly developed intelligence, 15 students (75%) have moderately developed intelligence and 5 students (25%) have underdeveloped intelligence.

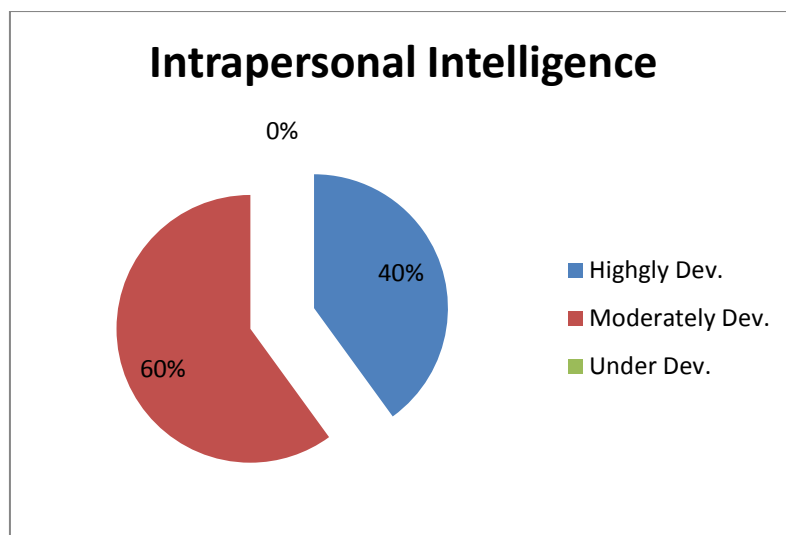


Figure 8: Result on students' MI Inventory on Sec. 7 (Intrapersonal Intelligence)

Figure 8 above entitled to sec. 7, intrapersonal intelligence (Appendix D), described that 8 students (40%) have highly developed intelligence, 12 students (60%) have moderately developed intelligence and no students are indicated to have underdeveloped intelligence.

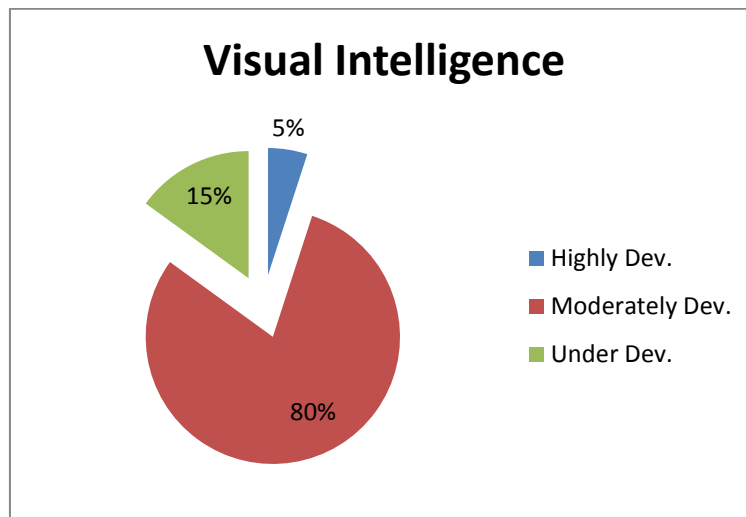


Figure 9: Result on students' MI Inventory on Sec. 8 (Visual Intelligence)

Lastly, in section 8 which is visual intelligence (Appendix D) as figure 9 unfolded, 1 student (5%) is indicated to have highly developed intelligence, 16 students (80%) have moderately developed intelligence, and 3 students (15%) students have underdeveloped intelligence.

2. Inter-Rater Agreement

The use of inter-rater agreement is one of the crucial parts of the present study. It includes several steps such as raters' selection, raters' pilot and training, and giving scores. The raters' selection step was done under scrutiny. The researcher put specific terms to select the raters, and all the

raters chosen for this study have fulfilled such terms. Those terms are, 1) all the three raters are in the same level of education to ensure that the rates have slightly the same English proficiency, and 2) the raters are currently involved in a research that used the same scale so that understanding on the scale itself can be guaranteed. The raters rated the students' writing sheets of control and experimental group on both pre-test and posttest.

Raters' pilot and training was administered from the end of Mei to the early June 2013 (see appendix G for detailed materials for raters training). During that time, the researcher managed to make the extended version of Jacobs et. al.'s scale (see appendix F) so that the raters had a firmer ground on using the scale itself.

A statistical analysis on the inter-rater reliability was conducted to convince that the reliability of raters' scoring was attained (see appendix H). The intra-class correlation coefficient test showed that before the training the difference of the scores given by each rater was significant, therefore, it cannot be used as a valid scoring. After the training, the raters achieved a high correlation on the raters' score (0.987) and therefore the result of the scores given by the raters reached the reliability of scoring. The mean scores of the three raters were used for final analysis (the scores of students' writing performance given by each raters can be seen on appendix I)

3. Students' Writing Performance

Jacobs et al.'s (1981, as cited in Hughes, 2003) analytic writing scale was used to analyze the students' writing performance. The analytic scale consists of 5 components of writing. Those are content, organization, vocabulary, language use and mechanics. After the students' score from overall components was attained, the scores were classified into seven levels namely Excellent, Very Good, Good, Fairly Good, Fair and Poor (for detailed classification see appendix J). The students' classification of score was described in tables as follows:

a. The classification of scores of the control group

N O	Classification	Range	Frequency		Percentage	
			P re-test	Pos tTest	Pre-test	P ost-test
1	Excellent	96-100	0	2	0	10 %
2	Very Good	86-95	3	4	1 5%	20 %
3	Good	76-85	3	2	1 5%	10 %
4	Fairly Good	66-75	1	4	5 %	20 %
5	Fair	56-65	3	6	1	30

					5%	%
6	Poor	36-55	7	2	3	10
					5%	%
7	Very Poor	0-35	3	0	1	0
					5%	
	Total		20	20	1	10
					00	0

Table 3: The classification of scores of the control group

The table above suggests that in term of overall pre-test scores for the students' of control group, no students were indicated to be classified into Excellent, 3 students (15%) were categorized into Very Good, 3 students (15%) were classified as Good. There is only 1 student (5%) that is indicated into Fairly Good, 3 students (15%) were sorted into Fair, 7 students (35%) were classified into Poor and 3 students (15%) were indicated to be in Poor level.

In terms of post-test, table 3 illustrates that 2 students (10%) are categorized into Excellent, 4 students (20%) into Very Good, 2 students (10%) into Good, 4 students (20%) into Fairly Good, 6 students (30%) into Fair and 2 students (10%) into Poor.

b. The classification of scores of the Experimental group

N	Classification	Range	Frequency	Percentage
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O			P		P	
			re-test	t-test	Pre-test	ost-test
1	Excellent	96-100	0	4	0%	20%
2	Very Good	86-95	3	8	15%	40%
3	Good	76-85	6	2	0%	10%
4	Fairly Good	66-75	3	4	5%	20%
5	Fair	56-65	6	2	0%	10%
6	Poor	36-55	2	0	0%	0%
7	Very Poor	0-35	0	0	0%	0%
	Total		20	20	100%	100%

Table 4: The classification of scores of the Experimental group

The table above suggests that in term of overall pre-test scores for the students' of experimental group, none of the students were indicated to be classified into Excellent, 3 students (15%) were into Very Good, and 6

students (30%) were classified into Good. Another 3 students (15%) were classified into Fairly Good, 6 students (30%) into Fair and 2 students (10%) were classified into Poor. No students were classified into Very Poor.

In terms of Post-test, 4 students (20%) have managed themselves to be classified into Excellent, 8 students (40%) were sorted out into Very Good, 2 students (10%) were indicated into Good, 4 students (20%) were classified into Fairly Good, and 2 students (10%) were indicated into Poor.

Suffice it to say, in terms of pre-test, both tables (table 3 and 4) suggested that the two groups have slightly the same score. It can be seen from the table that some of its score classification are the same. For instance, none of students from both group was classified into excellent, and 3 students in each group were classified into very good. This condition is mutual for the sake of the research, since it can ensure the homogeneity of both groups. Two different groups can be validly used as sample of the research only if they were homogeneous. In terms of post-test scores, there's no doubt that the experimental group performed significantly better than the control group. Nevertheless, a series of statistical data analysis was run to provide a profound evidence for such claim.

4. Statistical Data Analysis on Students' Writing Performance

The statistical data analysis on this study unfolds several procedures such as Homogeneity Test of Samples, Normality Test of the Data,

Classification of Students Scores, Mean Score and Independent Sample t-test.

4.1 The Homogeneity Test of the Samples

Levene's test is used to see whether or not the data is homogenous (Sugiono, 2010). The data is homogenous if the observed significance is greater than 5% at level of significance and is not if the observed significance is less than 5% at level of significance. This test is imperative to validate that the control and experimental group is homogeneous and so that both can be used as sample of the research.

The homogeneity of the samples is actually have been assured by the researcher when the preliminary study was conducted. By then, the researcher stated that both samples are in same grade, taught by the same teacher and have slightly the same background of writing subjects. Nonetheless, this Levene's test is necessary as prerequisite statistical analysis that needs to be conducted before continuing to the next analysis.

The result of the Levene's test of homogeneity can be seen as follows:

Independent Samples Test

		Levene's		Test for		Equality of		Variances		t-test for Equality of Means		
										95% Confidence Interval of the Difference		
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper		
Homogeneity of variances	Control	.027	.052	1.330	8	.192	7.10000	34026	17.91080	.71080		
	Experimental											
		Equal variances not assumed		1.330	4.255	.192	7.10000	34026	17.94975	.74975		

Table 5: Homogeneity Test of pre-test of control and experimental group

Table 5 displayed that the observed significance for Levene's test is .052 which is greater than 5% level of significance. It indicates that the data from both groups is homogeneous in which validate the groups to be used as the sample of this research.

4.2 Normality Test of Score Distribution

Kolmogorov-Smirnov test is used to see whether or not the data distributed normally (Sugiono, 2010). The data is distributed normally if the observed significance is greater than 5% at the level of significance ($p > \alpha$, α

= 0.05), and is not if the observed significance is less than 5% at the level of significance ($p < \alpha$, $\alpha = 0.05$). This part of the statistical analysis is the requirement analysis before the independent t-test is run. It is imperative for the data to be distributed normally before further analysis is conducted. The result of normality test for both control and experimental group is presented as follows:

Tests of Normality

Kolmogorov-Smirnov^a

	Statistic	df	Sig.
Distribution for Control	.159	20	.200*

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 6: Normality test of Score Distribution of Post-test of Control Group

Tests of Normality

Kolmogorov-Smirnov^a

	Statistic	df	Sig.

DistributionforExperi	.191	20	.055
ment			
a. Lilliefors Significance Correction			

Table 7: Normality test of Score Distribution of Post-test of Experimental Group

The table 6 and 7 show that both groups have the observed significance that is greater than 5%. Normality test of control group shown in table 6 indicates that it is at .200 which is greater than 5% level of significance. Accordingly, table 7 indicated that the observed significance is at .055 which is greater than 5% level of significance. Thus, based on the result of the tables above, it can be said that the data of post test of control and experimental group are normally distributed, which means that further statistical analysis of the data can be continued.

4.3 Mean Score Difference of Post-test between Control and Experimental Group

In order to determine the difference of post-test of control and experimental group, mean score was calculated. The mean score of both groups can be seen as follows

Group Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean

PostControlExp	1	20	74.0500	15.7195	3.51499
eriment	2	20	85.2500	12.0082	2.68512

Table 8: The mean score of post-test of control and experimental group

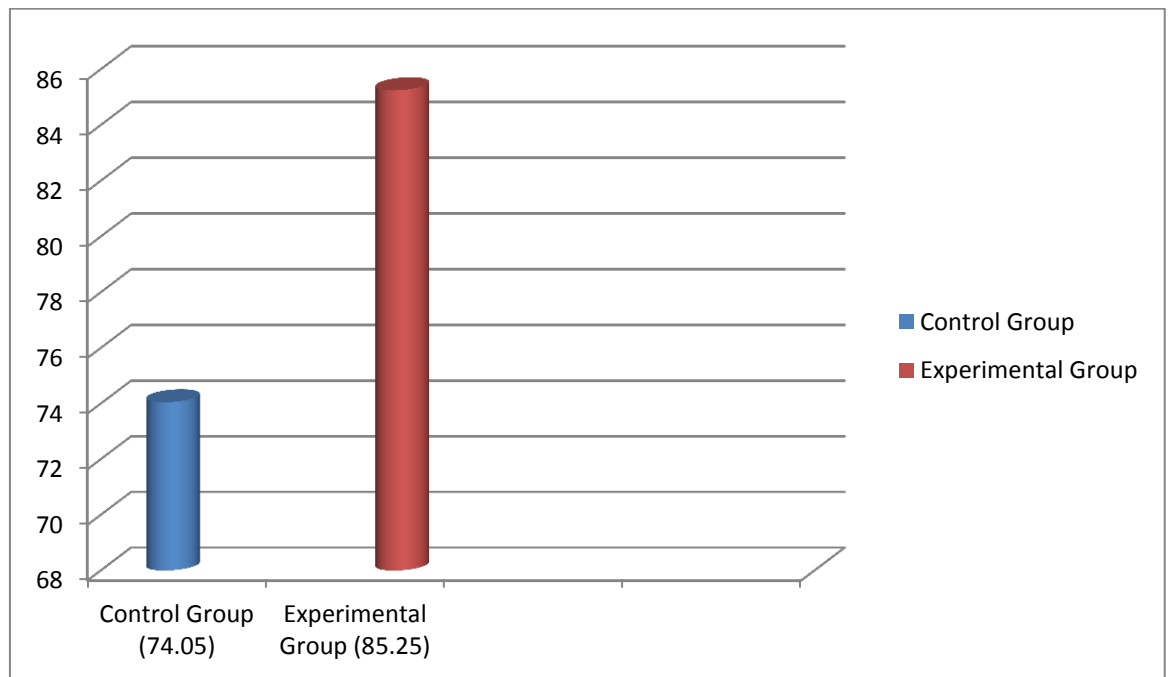


Figure 10: the mean difference of post-test between Control and Experimental group

The chart above illustrated that the mean score for control group is 74.05, while the mean score for experimental group is 85.25. It indicates that the experimental group performed better than the control group in terms of post-test. Nonetheless, further statistical analysis need to be carried out to see whether or not the difference is significant. The statistical analysis needed for such test was Independent Sample t-test.

4.4 The Result of Independent Sample t-test

Independent sample t-test was administered to compare the mean scores of post-test of two unrelated groups namely Control and Experimental group (Sugiono, 2010). The researcher used Independent sample t-test to acquire the significance difference between the experimental group and control group. The result of such test can be seen as follows:

Independent Samples Test

		t-test for Equality of Means						
						95% Confidence Interval of the Difference		
				Mean	Std. Error			
				Difference	Difference	Lower	Upper	
PostCont rol-Experiment	Equal variances assumed	2.532	8	.016	11.20000	4.42323	20.15437	-2.24563
	Equal variances not assumed	2.532	5.542	.016	11.20000	4.42323	20.17475	-2.22525

Table 9: The result of Independent t-test analysis

The difference is indicated to be significant if the observed significance is lower than 5% at level of significance and is not if the observed significance is higher than 5% at level of significance. Table 9 showed that the observed

significance (sig. 2 tailed) is .016 which is lower than 5% level of significance ($.016 < .05$). It can be said that due to the result of the independent sample t-test that showed a significant difference of mean between control and experimental group, the null hypothesis (h_0) was rejected.

Moreover, the table showed that the t-observed value is greater than the t-table value, in which t-observed is 2.532 and the t-table is 2.042 at 5% level of significance ($2.532 > 2.042$) at 38 (df). This comparison resulted that the mean score of post-test between control and experimental group is in significant difference. Therefore, the evident rejected the null hypothesis and accept the alternative hypothesis (h_1) which implies that there is a significant difference between the students taught by Multiple Intelligences-Based Activities (MIBA) and students' taught in conventional way.

5. Analysis on Perceptual Questionnaire

This section provides the result on perceptual questionnaire administered to the experimental group. The questionnaire was conducted after the application of MIBA is concluded. This questionnaire is aimed to find out the students' perception toward the application of MIBA. It is divided into 2 parts, the first was scale type of questionnaire which consist of 10 numbers of questions and the second was open-ended type consist of 4 questions.

The questionnaire covered 10 positive statements about the application of MIBA in part A. the students were asked to respond whether they were: SA (Strongly Agree), A (Agree), H (Hesitated), NA (Not Agree) and

SNA (Strongly Not Agree) with the statement. The scores were varied from 5 as in SA (Strongly Agree) to 1 as in SNA (Strongly Not Agree). The researcher analyzes this part using Likert scale measurement in Sugiono (2010). In which the number of frequency is multiplied to 100% then divided to 20 (the number of the total respondents).

Whilst the other 4 questions in part B was designed to obtain more information about the students' interest on the application of MIBA. All the questions in this part are open ended question.

5.1 Data from Questionnaire (part A)

Statement Number 1: I never heard of Multiple intelligences before the teacher explains it to me.

Classification	NO. 1	
	Freque ncy	Percenta ge
Strongly Agree	0	0
Agree	5	25%
Hesitated	9	45%
Not Agree	6	30%
Strongly Not Agree	0	0
T	20	100%

Table 10: The percentage of the Statement Number 1

The table above strongly suggested that 5 students (25%) agree that they never heard about multiple intelligence prior the explanation from the researcher, 9 students (45%) agreed that they were hesitated whether or not they have heard the MI theory prior the researcher's explanation and 6 students (30%) confirmed that they have heard about MI prior the researcher's explanation.

Statement Number 2: The application of Multiple Intelligences-Based Activities made me aware of my own intelligence profile.

Classification	NO. 2	
	Frequency	Percentage
Strongly Agree	5	25%
Agree	14	70%
Hesitated	1	5%
Not Agree	0	0
Strongly Not Agree	0	0
T	20	100%

Table 11: The percentage of the Statement Number 2

Table 11 showed that 5 students (25%) were strongly agree that the application of MIBA made them aware of their own intelligence profile. The other 14 students (70%) were agree that the application of MIBA made them

aware of their own intelligence profile. Whilst 1 of the students is hesitated with this statement.

Statement Number 3: I find knowing my intelligence profile helped me a lot to understand my area of strength and weakness.

Classification	NO. 3	
	Frequenc y	Percent age
Strongly Agree	9	45%
Agree	10	50%
Hesitated	1	5%
Not Agree	0	0
Strongly Not Agree	0	0
T	20	100%

Table 12: The percentage of the Statement Number 3

The table above indicated that 9 students (45%) are strongly agree that knowing their MI profile helped them to understand their area of strength and weaknesses. The other 10 students (50%) agreed to this statement. Whilst 1 student (5%) find herself unsure with this statement.

Statement Number 4: Writing class becomes enjoyable with the application of Intelligences-Based Activities.

Classification	NO. 4	
	Frequenc	Percent

	y	age
Strongly Agree	5	25%
Agree	12	60%
Hesitated	3	15%
Not Agree	0	0
Strongly Not Agree	0	0
T	20	100%

Table 13: The percentage of the Statement Number 4

Table 13 suggested that 5 students (25%) were strongly agree that writing class become enjoyable with the application of MIBA. There are 12 students (60%) that agreed to the statement while 3 (15%) students admits that they are hesitated with the statement.

Statement Number 5: When Multiple Intelligences-Based Activities is applied, I do not think of writing as a difficult subject.

Classification	NO. 5	
	Frequen cy	Percent age
Strongly Agree	3	15%
Agree	9	45%
Hesitated	8	40%
Not Agree	0	0
Strongly Not Agree	0	0

T	20	100%
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Table 14: The percentage of the Statement Number 5

Table 14 implied that 3 students (15%) strongly agree that with the application of MIBA they did not think of writing as a difficult subject. There are 9 students (45%) that agreed to this statement, 8 students (40%) were hesitated with the statement.

Statement Number 6: When Multiple Intelligences-Based Activities is applied, I feel that time running fast.

Classification	NO. 6	
	Frequency	Percent
Strongly Agree	3	15%
Agree	13	65%
Hesitated	4	20%
Not Agree	0	0
Strongly Not Agree	0	0
T	20	100%

Table 15: The percentage of the Statement Number 6

Table 15 pointed out that 3 students (15%) were strongly agree that when MIBA is applied, the time is running fast. There are 13 students (65%) that agree with this point. The other 4 students (20%) remains hesitated with this statement.

Statement Number 7: Multiple Intelligences-Based Activities makes me become more creative about ideas that I want to write.

Classification	NO. 7	
	Frequenc y	Percent age
Strongly Agree	7	35%
Agree	11	55%
Hesitated	2	10%
Not Agree	0	0%
Strongly Not Agree	0	0
T	20	100%

Table 16: The percentage of the Statement Number 7

Table 16 indicated that 7 students (35%) were strongly agree that MIBA makes them more creative about ideas that they want to write. 11 students (55%) agreed with this statement, 2 students (10%) admit that they felt hesitated with the statement.

Statement Number 8: I enjoy every activity in the application of Multiple Intelligences-Based Activities.

Classification	NO. 8	
	Frequenc y	Percent age
Strongly Agree	6	30%

Agree	13	65%
Hesitated	1	5%
Not Agree	0	0
Strongly Not Agree	0	0
T	20	100%

Table 17: The percentage of the Questionnaire Number 8

Table 17 declared that 6 students (30%) were strongly agree that they enjoyed every activity in the application of MIBA. There are 13 student (65%) agreed with the statement. One student (5%) find herself hesitated about the statement.

Statement Number 9: Multiple Intelligences-Based Activities is suitable to be applied in writing subject.

Classification	NO. 9	
	Frequenc y	Percent age
Strongly Agree	6	30%
Agree	11	55%
Hesitated	3	15%
Not Agree	0	0
Strongly Not Agree	0	0
T	20	100%

Table 18: The percentage of the Statement Number 9

Table 18 suggested that 6 students (30%) were strongly agree that MIBA is suitable to be applied in writing subject. There were 11 students (55%) agree with this statement while the rest 3 students (15%) find themselves hesitated with the statement.

Statement Number 10: I think that it will be better if (skills) classes are also applied with Multiple Intelligences-Based Activities.

Classification	NO. 10	
	Frequenc y	Percent age
Strongly Agree	8	40%
Agree	5	25%
Hesitated	7	35%
Not Agree	0	0
Strongly Not Agree	0	0
T	20	100%

Table 19: The percentage of the Statement Number 10

Table 19 implied that 8 students (40%) were strongly agree that skill-based classes are also applied MIBA. Five students (25%) agreed that other skill-based classes applied MIBA, and 7 students (35%) were hesitated with this statement

5.2 Data from Questionnaire (part B)

All questions in this part were open questions. In this part, the researcher intended to attain consistent answer from the previous part of this questionnaire, in the other words, the aim of this part was to get more insight into the participants' perception toward the application of MIBA in the teaching writing.

1. Do you think the application of Multiple Intelligences-Based Activities promote your writing performance? How?

For this question, all students (100%) answered "Yes". They believed that the application of Multiple Intelligences-Based Activities promote their writing performance, however, some of them have different reasons which can be seen as follows (for more details see Appendix I)

PH : yes, I do. Because with multiple intelligences I can explore more about my writing ability.

Y : yes, it does. Because it helps me to understand my area of strength and weaknesses in writing performance.

TUP : yes it does, because I think it's interesting and can increase my knowledge.

2. Which part of the application of Multiple Intelligences-Based Activities that you dislike the most?

For this question, 8 students (40%) claimed that there are no activities that they dislike. Yet, 12 students stated that there are parts of the activities

that they dislike. The response of parts that students' disliked can be seen as follows:

MK : No. there is no application of multiple intelligence-based activities that I dislike.

AOA : Nothing. I like when we write because I free write my every idea.

ZP : I dislike the application of Multiple intelligence-based activities in the animal part because I confused.

HK : I dislike the explanation about plant.

3. If you can add more activity to your writing class, what would you suggest?

Students answers to this question were various. Some of the students' state that they want to incorporate more games into the activities, some says they have no idea of what kind of activity that they want to add. Some of the responses can be seen as follows:

PA : add more activities and games to help me in class

IPS : fun learning because it can make me feel enjoyed in studied.

PH : Write about students' experience

TUP : nothing

4. Which part of the application of Multiple Intelligences-Based Activities that you like the most?

Students answers to this question were varied. There were 9 students (45%) admits that they like all the part of MIBA. Five students (25%) declared that they like the part when they practice narrative stories. There were 3 students (15%) admits that they prefer the animal part, 2 students (10%) liked game part and 1 student (5%) admits that he liked the part when they talked about MI. Some of the responses can be seen as follows:

PH : I like all part of MIBA

R : I like writing story

Y : I like part about animals

IT :I like the game

MK : I like the part when the lecture make me aware of my intelligence

B. DISCUSSION

This part of the chapter is focused to examine the findings with the existing theories. It clarifies several aspects such as students' MI profile, the extent of Multiple Intelligence-Based Activities (MIBA) to promote students' writing performance, and students' perception toward the application of MIBA.

1. Students' MI profile

The first question of this current study was how are the students' multiple intelligences profiled. MI inventory is mostly used as a tool to obtain students' MI profile in MI-based research. In this research, the researcher use

McKenzie MI Inventory (1999). The inventory itself consist of 80 questions represents the embodiment of 8 types of intelligences. In order to answer the first research question, each students of the experimental group was required to complete the inventory by giving score from 0-2 next to the statement that they felt accurately described them. After the students complete the inventory, researcher calculated the result of the inventory to determine the students' MI profile.

Two points worth noting here, first, knowing one's own intelligence profile was indicated to be very helpful for his future learning and associating with others. The researcher explained this point to the students right before the inventory was administered, and it seemed like all the students are interested in knowing their own intelligences profile. The students kept asking the researcher when they can know their intelligence profile. It appears that they have taken neither intelligence profile (as in Binet intelligence profile) nor multiple intelligence inventory. This condition was supported by Christison (1996) that states students find knowing their own intelligence profile very beneficial particularly to assist them to learn well and effectively.

Second, the result of students MI profile showed that the students of experimental group was indicated to be strongest at section 2 and 3 which are musical and logical intelligence. Forty five percent of the students in each section demonstrated that they have a highly developed intelligence on those two areas. Therefore, it is suggested that if incase this method is to be

applied to the students of experimental group, their further learning environment was conducted relentlessly around these two intelligences as Armstrong (2009) stated as playing on strength. Yet, the other intelligences need to be considered as well since MI profile can still be developed through time (Gardner, 2003).

2. The Extent of MIBA to Promote Students' Writing Performance

The second question of the current study is sought to investigate the extent of Multiple Intelligence-Based Activities (MIBA) to promote students' writing performance. To answer this question, independent sample t-test analysis was run. It resulted that the application of MIBA does promote students' writing performance.

Some of the findings are indicated to be in partial accordance with a number of previous studies (Bas and Beyhan (2010), Yi-an (2010), and Ahmadian & Hosseini (2012)), which support that MI-based learning does improve students' performance. Bas and Beyhan (2010) investigated the effects of MIs Project-Based Learning on students' achievement levels and attitude toward English lesson and found that the experimental group taught by such method appeared to be both more successful and have a higher motivation in learning English compare to the control group. This study supported by Bas and Beyhan's (2010) finding as the experimental group was also performed significantly better than the control group. Bas and Beyhan in

their study were attempted to model eight ways of learning English lesson based on MI theory, and by drawing connection from students' MI profile to their projects learning in which the project-based itself was drawn based on students MI profile. Meanwhile the present study was separately applying MIBA and administering students MI inventory. The researcher does admit that the fact that she was not focused on directing this study based on the result of the students' MI profile was one of the limitations of this study. Nonetheless, the activities administered to the experimental group during the application of MIBA was entirely based on the theory of Multiple Intelligence and the focus of the study which is writing performance, yet small amount of consideration was taken to suit students' strength (based on their MI profile).

The findings of a study conducted by Yi-an (2010) strongly suggest that students' MI does relate to their learning behavior and affect their performance. Correspondingly, the findings of the present study showed that a significant difference of performance between control and experimental group was attained using MIBA. Furthermore, the study conducted by Ahmadian and Hosseini (2012) found that several intelligence have higher relationship with students writing performance, and suggested that teachers need to take into account students MI differences in classroom setting to achieve the learning goal. Accordingly, the present study applied all eight intelligences and resulted on a significant intensify of students writing performance.

As has been stated previously, the activities used in the present research were prepared according to Gardner's MI-theory (Gardner, 2011). The theory emphasizes on the idea that human intelligence was viewed too narrowly; that the human minds are not revolves around only linguistic or mathematical intelligence. He proposed the existensial of more intelligence (other than Linguistic and Mathematical Intelligence) such as Musical, Visual, Bodily-Kinesthetic, Interpersonal, Intrapersonal, and Naturalist intelligences. In the experimental group, the researcher tried to ignite the students' awareness of their intelligences by administering the MI-inventory and illustrate each of these intelligences at the very beginning of applying the activities. This view is also reflected in Larsen-Freeman (2000: 169) that states teachers who recognize the MIs of their students need to take those information into the classroom.

Unfortunately, finding this view being applied in the classroom is rather difficult. As what happens in Gorontalo State University for example, especially for the writing class at English department, the students are used to the conventional way of teaching in which students' are given topic and are asked to write an essay about the topic. This monotonous method resulted on the students' static performance. This static performance of students' writing was revealed when the preliminary study was conducted. The writing lecture in charge admitted that the students who are classified into "Very Good" are always the same students. Fortunately this condition changed after the

experimentation of MIBA. It is reported from the findings that before the experimentation no students were indicated to be categorized into “Excellent”, however, after the experimentation 4 students have managed to launch themselves at “Excellent”, and the number of the students who are categorized into “Very Good” level have increased from only 3 students on the pre-test to 8 students on the post-test (for detailed scores see appendix J).

The activities presented on this study were orchestrated according to eight types of intelligences and suited a particular text type chosen for this study which is narrative text. Written documents such as fairy tales, visual materials like picture-aided series, examples of natures, group works, individual tasks and musical activities were used in order to address different types of intelligences to students’ writing subject. The encompassment of these different activities into students’ writing subject was aimed to serve students’ differences into classroom setting. Such encompassment was expected to particularly improve students’ writing performance. The independent t-test analysis proved that it did, the students’ of experimental group performed significantly better than the students of control group.

As the focus of this study is to improve students’ writing performance, the researcher contended that writing activity is to be covered in every single meeting. It is solely to ensure that during the implementation of so many activities, the researcher does not lose her purpose which is to improve

students' writing performance. This suited the theory proposed by Larsen-Freeman (2001: 171) that stated teachers needed to not be over-occupied with the activities and forget their purpose of teaching the language. Since the experimentation involved several different activities, engaging students into writing at the end of meeting is quite easy. The risk of having students to be boring in putting their ideas into writing is at minimum. After each activity, the students appeared to be elated to write their ideas both when individual and group task are employed.

In line with Larsen-Freeman (2001) who stated that linguistic intelligence is closely related to writing ability, the researcher chose written documents as the first teaching aid. The students are given 2 narrative stories to read and categorize the stories based on the organization of narrative text. Interpersonal intelligence is also involved in this activity in which later the students were asked to form a group, group work as Christison (1995) advocates is one example of incorporating interpersonal intelligence into the classroom activity. The students discussed the organization of the story within their groups and then write a narrative story together. In regards to students' MI profile results; most students have moderately developed Verbal intelligence. Therefore, combining this verbal activity with interpersonal intelligence was hoped to increase students' interest in doing the verbal activity and reduce the risk of students being bored in writing the story.

Musical intelligence was also incorporated alongside interpersonal intelligence. As Richard and Rodgers (2001: 117) suggest that in the sense of MI, language can be incorporated with such thing. During the experimentation of these two intelligences, the students showed a great deal of changes in their mood since the song was intentionally picked to suit their age and current interest. They were so eager in doing the activities every step of the way. During the discussion, the students seemed to be motivated and encouraged to complete their group task. Based on the result of students' MI profile, 45% of the students have highly developed musical intelligence, it indicates that incorporating music to their writing task can be very enjoyable for the students. This suited the motivational theory proposed by Dorney (2001) who stated that when the students are encouraged and motivated, they are positively forced to perform their maximum effort.

Students' visual intelligence was tapped using the picture-aided story. The activity seized to accommodate interpersonal and linguistic intelligence as well. When groups are formed, the students started working without hesitation since this was the third time they worked in group. Indeed, at the beginning of their group mode, the students still find hard to adjust. However, later on, they found group working to be fun as well as beneficial. Yet some students admits that group works are not for them, they enjoyed working alone so that they can be responsible for their own learning. This theory suited Harmer (2004) theory that there is not any single perfect method for

teaching writing which is suitable for all learners at a time. In relation to students' MI profile, 80% of the students appeared to have moderately visual intelligence. It can be assumed that embracing students' visual intelligence might bring positive effect on their learning.

In order to cater for students' natural intelligence, the students are provided with a different type of narratives. The fable story was involved in this section. Fable itself is a kind of narrative story specified in the nature or animal story. Based on their MI profile, most students are in moderately developed naturalist intelligence. It suggested that involving naturalist type of intelligence can be benefit for the students. The students are intentionally given stories about animals and were instructed to pin point the characters of each story. Nonetheless, during the experimentation of this activity, the students did not show a lot of excitement, or any decrease of motivation though. The researcher assumed that the naturalist type of activity should be outdoor kind of activity so that the actual condition of nature can be achieved.

Lastly, for bodily kinesthetic intelligence, a game was incorporated. Both activities were done in group session or classroom discussion. It is intended to create a less stressful environment for the students, not that the other activities create any stressful environment though. These activities were aimed to intrigue the students' awareness that learning can also be done in a fun way. The students are very intrigued to win the game, which can be seen from the way they carefully chose the "demonstrator". The demonstrators as

the most important person in each of the groups are given such a tough job. The game end and one group win the game, the students' were cheering and they seemed to have so much fun. The researcher explained them that it was the last meeting and that the experimentation process had ended. The next meeting, the students were given their post-test.

From the very beginning of this research, the researcher was aimed to prove that catering for students' differences into the classroom environment will lead to a significant improvement on students' performance. Suffice it say, all the data and statistical analysis run for this study proved that it did. The students' that experimented with the application of MIBA achieved a significant improvement compared to the students of the control group.

As one side of the extent of MIBA promoting students' writing ability have been profoundly explained, it will only be fair if the researcher unfolds the other side. On one hand, the application of MIBA has significantly improved students' writing performance. On the other hand, the researcher would like to admit that preparing the activities had not been as pottered as it looks. Some theories have supported this notion that preparing an MI-based learning will consume the teachers' time. Not to mention the fact that a lot of things need to be taken into consideration as Christison (1996) stated that in terms of preparation, MI-based learning does take a lot of time, planning, organization and arrangement. Finally, the researcher acknowledge that connecting the theory of MI to language learning is still problematic, as

Richards and Rodgers (2001: 177) stated that due to its recent application to language teaching, numbers of flaws with the basic elements off MI theory to language theory is unavoidable.

3. Students' Perception Toward the Application of MIBA

In this research, the third research question was to find out the students' perception toward the application of MIBA. Perceptual questionnaire was administered to obtain this information.

The data obtain from the perceptual questionnaire strongly suggest that students of the experimental group have a positive perception toward the application of MIBA. Each question from the questionnaire was determined to exemplify the third research question which is to find out students perception toward the application of MIBA. The analysis part of the data revealed that the experiment method (MIBA) applied has enable the students to develop a positive perception.

The students' respond to when questioned about their prior knowledge about the MI theory was varied. The variation was among agreed, hesitated and not agree with a slightly different percentage which indicates that to some extent the students have heard about the theory before. Regarding with whether or not the application of MIBA made the students aware of their intelligence profile, most of the students was convinced that it did.

One of the advantages of having MI theory incorporated in the classroom is to have the students to understand their area of strength and

weaknesses. As stated by Larsen-Freeman (2000, p. 169) that by recognizing the MIs of their students, the teachers acknowledge that students bring with them specific and unique strength of their own. Most of the students were convinced that knowing their intelligence profile helped them a lot to understand their area of strength and weaknesses.

In accordance with the preliminary study of this research, writing class was always carried out under a stressful environment. However, most of the students were absolute that writing class becomes more enjoyable with the application of MIBA. As Harmer (2004) found incorporating music to his multinational group of adult students was to some extent excites the students. However, having the students enjoy the classroom does not necessarily guarantee that they view writing as an easier subject for them. Less than half of the students were tentative about such statement. Yet most students agreed that they do feel the time flies during the application of MIBA in their writing class.

The students claimed to be more creative in terms of writing ideas when MIBA was applied. As stated by Richards and Rodgers (2001, p. 7) that when language was integrated with music or bodily activity the learning tends to be more meaningful. Since 8 types of intelligences were accommodated in the application of MIBA, activities in writing class becomes diverse as Harmer (2004) advocates as giving variety of activities to help various types of

students. Accordingly, most students were positive that they enjoyed every activity during the application of MIBA.

As a result, the suitability of MIBA to be applied in writing subject is inexorable. Yet to some reason, less than half of the students were uncertain to the idea of applying MIBA in their other skill classes while the other half was strongly positive about amending all their skill-based classes to be applied with MIBA. With respect to students' opinion on whether or not the application of MIBA promotes their writing performance, all of the students answered that it did. However, students favored selected activities differently which strongly suggest that there is no single method of teaching writing that can be suitable to all types of learners.

Students accorded various responses when they were asked about what kind of activity they would like to suggest to be imparted into their writing activity. The answers were varied among incorporating more games, having feedbacks on their writing assignments and learning more about their intelligence profile. In conclusion, considering the findings that indicates a significant difference of students' writing performance post the application of MIBA and the positive perception of the students, the application of Multiple Intelligence-Based Activities is highly recommended.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter emphasizes the highlighted points from previous chapters. Conclusion and suggestions are made to be taken into consideration for further research or investigations.

A. Conclusions

This study investigated the improvement of students' writing performance when MIBA was applied. The findings strongly suggested that students' writing performance were significantly improved post the application of MIBA. Toward the end of the analysis part, several points can be concluded.

First, another proof given by this study about the importance to cater for students' differences in classroom setting that suited the previous theories regarding with implementation of MI-theory into language learning. Second, the independent sample t test showed that the observed significance is .016 which is lower than 5% at level of significance; it indicates that there is a significant improvement of performance of the experimental group after the application of MIBA clearly indicated that this method is highly recommended.

Third, positive comments that have been addressed by the students to the application of MIBA has exaggerated the fact that there are no single method of teaching that is suitable to all types of learners. Over 70% of the

students agreed that the application of MIBA significantly improved their writing performance. Therefore, avoiding monotonous mode of teaching writing is highly suggested.

Fourth, the current study strongly supported the previous related research in terms of beneficial effect of incorporating MI theory into the language learning. Furthermore, this study elongated the lists of MI-based research that confirmed the notion Gardner's theory of Multiple Intelligences. To sum up, it is highly advised for teachers to be able to know the students' differences in terms of their intelligence capacity and provide several different ways in their teaching practice so it can be beneficial for all students.

B. Suggestions

As mentioned previously, the findings of this current study showed that the application of Multiple Intelligence—Based Activities (MIBA) has a significant effect on students' writing performance. However, due to several limitations, the researcher believed that this study is far from being indisputable.

Firstly, the design of the research is experimental research, in which the researcher stands as the experimenter. This condition, as stated in chapter 3 considered as flaws. The risk of having experimenter biased is the reason why further research should contemplated to make the researcher only as observer.

Secondly, the type of the text used in this study is narrative text. Despite the reason elaborated previously about how this type of text was not given attention compare to the other type of texts, it is highly recommended for further research to investigate using the same method with different text types.

Thirdly, the present study takes the result of students MI-profile as consideration for the students to know their own intelligence profile. Meanwhile the activities chosen for this study are taken directly from the theory of multiple intelligences. The researcher claimed that this is one of the limitations of this study. It is suggested to further investigation to actually create classroom activities based on the result of students' MI profile.

Fourthly, for further implication, should MIBA considered to be applied in students' classes, it is strongly suggested that the result of students' MI should be taken into consideration so that their learning can be conducted in accordance with their strength and or to facilitate their weakness.

Lastly, the focus of this research is solely on teaching writing and improving students' writing performance. Further research and investigation are advised to integrate all the skills instead of focusing on one skill only. The result might expand the application of MI-based activities (MIBA) itself to be used in integrated skill-based classroom.

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APPENDIX A

Questionnaire for students

Please put tick (V) on the right column with the respond that you think suitable with the condition of the statement on the left side.

SA: Strongly Agree

H : Hesitate

SNA: Strongly Not Agree

A : Agree

NA : Not Agree

NO	Statements	Respond				
		SA 5	A 4	H 3	NA 2	SNA 1
1.	I never heard of Multiple intelligences before the teacher explains it to me.					
2.	The application of Multiple Intelligences-Based Activities made me aware of my own intelligence profile.					
3.	I find knowing my intelligence profile helped me a lot to understand my area of strength and weakness.					
4.	Writing class becomes enjoyable with the application of Intelligences-Based Activities.					
5.	When Multiple Intelligences-Based Activities is applied, I do not think of writing as a difficult subject.					
6.	When Multiple Intelligences-Based Activities is applied, I feel that time running fast.					
7.	Multiple Intelligences-Based Activities makes me					

	become more creative about ideas that I want to write.					
8.	I enjoy every activity in the application of Multiple Intelligences-Based Activities.					
9.	Multiple Intelligences-Based Activities is suitable to be applied in Writing subject.					
10.	I think that it will be better if (skills) class are also applied with Multiple Intelligences-Based Activities.					

5. Do you think the application of Multiple Intelligences-Based Activities promote your writing performance? How?

.....

6. Which part of the application of Multiple Intelligences-Based Activities that you **dislike** the most?.....

.....

7. If you can add more activity to your writing class, what would you suggest?.....

.....

8. Which part of the application of Multiple Intelligences-Based Activities that you like the most?.....

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APPENDIX B

The worksheet for pre-test

Class:..... No:..... Name:.....

Write a narrative essay on the story of "SNOW WHITE".

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APPENDIX C

The worksheet for post-test

Class:..... No:..... Name:.....

Write a narrative essay on the story of “SNOW WHITE”.

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APPENDIX D

Multiple Intelligences (M.I.) Inventory

© 1999 Walter McKenzie (<http://surfaquarium.com/MI/index.htm>)

Complete each section by placing a "1" next to **each** statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological (environmental) issues are important to me
- _____ Hiking and camping are enjoyable activities
- _____ I enjoy working on a garden
- _____ I believe preserving (saving/keeping) our National Parks is important
- _____ Putting things in hierarchies (system of levels) makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I spend a great deal of time outdoors
- TOTAL _____

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I've always been interested in playing an instrument
- _____ The cadence (rhythm/speed) of poetry intrigues me
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult while listening to a radio or television
- _____ I enjoy many kinds of music
- _____ Musicals are more interesting than dramatic plays
- _____ Remembering song lyrics is easy for me
- TOTAL _____

Section 3

- _____ I keep my things neat and orderly
 - _____ Step-by-step directions are a big help
 - _____ Solving problems comes easily to me
 - _____ I get easily frustrated with disorganized people
 - _____ I can complete calculations quickly in my head
 - _____ Puzzles requiring reasoning are fun
 - _____ I can't begin an assignment until all my questions are answered
 - _____ Structure helps me be successful
 - _____ I find working on a computer spreadsheet or database rewarding
 - _____ Things have to make sense to me or I am dissatisfied
- TOTAL _____

Section 4

- _____ I learn best interacting with others
 - _____ "The more the merrier"
 - _____ Study groups are very productive for me
 - _____ I enjoy chat rooms
 - _____ Participating in politics is important
 - _____ Television and radio talk shows are enjoyable
 - _____ I am a "team player"
 - _____ I dislike working alone
 - _____ Clubs and extracurricular activities are fun
 - _____ I pay attention to social issues and causes
- TOTAL _____

Section 5

- _____ I enjoy making things with my hands
- _____ Sitting still for long periods of time is difficult for me
- _____ I enjoy outdoor games and sports

_____ I value non-verbal communication such as sign language

_____ A fit body is important for a fit mind

_____ Arts and crafts are enjoyable pastimes

_____ Expression through dance is beautiful

_____ I like working with tools

_____ I live an active lifestyle

_____ I learn by doing

TOTAL _____

Section 6

_____ I enjoy reading all kinds of materials

_____ Taking notes helps me remember and understand

_____ I faithfully (routinely/always) contact friends through letters and/or e-mail

_____ It is easy for me to explain my ideas to others

_____ I keep a journal

_____ Word puzzles like crosswords and jumbles are fun

_____ I write for pleasure

_____ I enjoy playing with words like puns, anagrams and spoonerisms

_____ Foreign languages interest me

_____ Debates and public speaking are activities I like to participate in

TOTAL _____

Section 7

_____ I am keenly aware of my moral beliefs

_____ I learn best when I have an emotional attachment to the subject

_____ Fairness is important to me

_____ My attitude affects how I learn

_____ Social justice issues concern me

_____ Working alone can be just as productive as working in a group

_____ I need to know why I should do something before I agree to do it
_____ When I believe in something I will give 100% effort to it
_____ I like to be involved in causes that help others
_____ I am willing to protest or sign a petition to right a wrong
TOTAL _____

Section 8

_____ I can imagine ideas in my mind
_____ Rearranging a room is fun for me
_____ I enjoy creating art using varied media
_____ I remember well using graphic organizers
_____ Performance art can be very gratifying
_____ Spreadsheets are great for making charts, graphs and tables
_____ Three-dimensional puzzles bring me much enjoyment
_____ Music videos are very stimulating
_____ I can recall things in mental pictures
_____ I am good at reading maps, atlases and blueprints
TOTAL _____

APPENDIX E

Time Table of Applying Multiple Intelligences-Based Activities

The table below shows the activities in this research based on the way it divided into several meetings:

Meetings	Application of Multiple Intelligences-Based Activities
Meeting 1	<ul style="list-style-type: none"> • Students will take their pre-test.
Meeting 2	<ul style="list-style-type: none"> • The researcher will give the students explanation about multiple intelligences-based activities that the researcher intends to use to promote students' writing performance. • The students will be taking their MI inventory to find out the students' MI profile. • The researcher explains what is MI profile and answer students' question related to the MI profile.
Meeting 3	<ul style="list-style-type: none"> • Students reads handout, narrative short stories, silently (see attachment 1,2,3) • Students will categorize the organization of each of the narrative story • Brain storming about the organization of narratives through classroom discussion. • In group, students should create a narrative story of their own and they can choose their own story starters to help them along the way (see attachment 4).
Meeting 4	<ul style="list-style-type: none"> • Students should be able to use their imagination to projects lyrics of a song into the form of creative writing (see attachment 5). • Students should be able to write a scene based on a song. • Students should be able to practice creative writing.
Meeting 5	<ul style="list-style-type: none"> • Students will be given work sheet of pictures aided story (see attachment 6 & 7). • Students will need to sit in pairs. • Each of them (in pairs) will be given different set of picture aided story from their pair. • The set of pictures given to the students is not in its sequential order, they need to re-arrange the story firstly. • Students will write the story based on the pictures on their work sheet. • Students will exchange pictures-aided story they made with their pair.
Meeting 6	<ul style="list-style-type: none"> • Students will be given a fable story and divided into 4 groups. • Students will have to identify the message and organization of fable narratives (see attachment 8, 9, 10, 11). • Students will need to use categorize the "bad" and the "good" character of the story and identify the nature of the characters. • Classroom discussion on fables in narrative writing.

	<ul style="list-style-type: none"> • Students will practice their creative writing focusing on fable.
Meeting 7	<ul style="list-style-type: none"> • The class will be divided into some groups, and each member of the group will contribute to this game, each group have 5 members. • This is a competitive game, one student “demonstrator”, will act out a certain role related to some character in narrative story. The demonstrator get 30 seconds to get others to guess the character he is playing. • Each group will discuss who will play as “demonstrator”, the demonstrator will demonstrate whatever characters that they picked. • The characters are written in a piece of paper in a bowl where the demonstrator put his hand in and take one of the papers. • The other member of the group should guess the character that the demonstrator played. • The demonstrator should not make any voice at all, she/he can only use hand gestures and body language. • Each demonstrator needs their friend to guess as many character as possible, the winner is the group who guess the most characters.
Meeting 8	<ul style="list-style-type: none"> • Students will take their post-test. • The students will be interviewed by the researcher to find out students’ perception toward the application of Multiple Intelligences-Based Activities.

APPENDIX F

Extended Version of Jacobs et. al Writing Scale
(Jacobs et al. (1981) as cited in Hughes, 2003, p. 104)

Content

ASPECT	SCORE	LEVEL/ CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate

30 (excellent) : present a clear understanding about the subject, substantive, main points related to the topic are discussed, both major and minor details are clearly illustrated and without any extraneous materials.

29 (excellent) : presents a clear understanding about the subject, substantive, main points related to the topic are discussed, major details are clearly (thoroughly) illustrated, missing 1-2 minor details that do not affect the overall content, no extraneous materials.

28 (very Good) : presents a clear understanding about the subject, mostly substantive, main points related to the topic are discussed, major details are presented but missing some minor details(3-4) yet the whole content was not affected, no extraneous materials.

27(very good) : presents a clear understanding about the subject, mostly substantive, some main points related to the topic are presented, major details are complete but missing several minor details (5-6), no extraneous materials.

26 (good) : presents some knowledge (missing 1-2 description of character-refer to materials for raters training) of the subject, presents adequate range (missing 1-2 major points) of main points, development of thesis are complete but limited,

mostly relevant to subject, major details are discussed but lacks in minor detail (only 3-4 presented), there are some extraneous materials

25 (good) : presents some knowledge (missing 1-2 description of character-refer to C1 in raters training) of the subject, presents adequate range (missing 3 major points) of the main points, development of thesis are complete but limitedly elaborated, few minor details are missing (only 3-4 presented), there are some extraneous materials

24 (average) : presents some knowledge of the subject, presents adequate range of main points (missing 3 major points), development of thesis are complete but limited (it is mentioned but only limitedly elaborated, refer to C-3 in raters training) , only major details are discussed, less minor details, there are some extraneous materials

23 (average) : presents some knowledge of the subject, presents less ranged main points, development of thesis are complete but limited (it is mentioned but only limitedly elaborated, refer to C-3 in raters training), only major details are discussed, most minor details are missing, there are some extraneous materials

22 (average) : presents some knowledge of the subject, presents less ranged main points (missing 4 major points) , development of thesis are complete but limited, only major details are discussed (limitedly) with less minor details, there are some extraneous materials

21 (fair) : limited knowledge of the subject (present either physical description or inner character of the subjects, around 3 out of 6 subjects) (refer to C-1 in raters training) , little substance, only few main points are discussed, inadequate development of topic that does not convey the sense of completeness, missing 1 major detail with little minor details, shows communication breakdown

20 (fair) : limited knowledge of the subject (present either physical description or inner character of the subjects, around 3 out of 6 subjects), only few main points are discussed, inadequate development of thesis that does not convey the sense of completeness, missing 1-2 major details with less minor details, shows communication breakdown

19 (fair) : limited knowledge of the subject (present either physical description or inner character of the subjects around 2 out of 6 subjects), only few main points are discussed, inadequate development of thesis that does not convey the sense of completeness, missing major details with the absence of minor details, shows communication breakdown

18 (Poor) : less understanding of the subjects (only mention name of the subject, no identification of subjects are presented) , less main points discussed, inadequate development of thesis that does not convey the sense of completeness, missing 4-5 major details with the absence of minor details, shows communication breakdown.

17 (Poor) : less understanding of the subject (only mention name of the subject, no identification of subjects are presented), less main point discussed, inadequate development of thesis that does not convey the sense of completeness, missing 5-6 major details with the absence of minor details, shows communication breakdown.

16 (very poor) : does not show knowledge of the subject (some main character are not mentioned), non substantive, not pertinent (not relevance to the subject), shows communication break down

15 (very poor) : does not show knowledge of the subject (some main character are not mentioned), non substantive that makes it hard to find the main point of the discussion, not pertinent, shows severe communication break down

14 (very poor) : does not show any knowledge of the subject (most main character are not mentioned), not substantive or does not present the main point of the discussion, not pertinent, shows severe communication break down

13 (very poor) : does not show any knowledge of the subject, Not enough to evaluate.

Organization

ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate

20 (excellent) : fluent expression (the ideas flows smoothly and are building one another), ideas are clearly stated and supported, all ideas are directed concisely to the central focus of the subject, well-organized (there are beginning, middle and end of paragraph), presents logical sequencing and supported by the correct use of transitional markers, cohesive.

19 (very good): fluent expression, ideas are clearly stated and supported, most ideas are directed concisely to the central focus of the subject, well-organized, presents some logical sequencing, cohesive.

18 (very good): the flow of ideas are clear (not quite smoothly but clear), ideas are clearly stated and but not all ideas are well-supported (refer to the raters training), well-organized, presents some logical sequencing, cohesive.

17 (good) : shows flow of ideas but sometimes choppy (wavy, or talk about something different for a while), loosely organized but main ideas stand out, ideas are clearly stated but limitedly supported, logical but incomplete sequencing.

16 (good) : shows flow of ideas but sometimes choppy (wavy, or talk about something different for a while), loosely organized but main ideas stand out, ideas are sometimes not directed to the central focus of the paper and are limitedly supported, logical but incomplete sequencing.

15 (average) : limited development of ideas, sometimes choppy, organization is unclear but main ideas still stated, limited of introductory, body and conclusion, the logical sequencing of the points are limitedly developed,

14 (average) : limited development of ideas, mostly choppy, organization is unclear but main ideas are still stated, very limited of introductory, body and conclusion, the logical sequencing of the points are limitedly developed

13 (fair) : non-fluent (the flow of ideas are not clear), development of ideas are limited, some ideas are confused or disconnected, and lacks logical sequencing,

12 (fair) : non-fluent, development of ideas are limited, some ideas are confused and disconnected, few logical sequencing.

11 (Poor) : ideas are hardly fluent, limited development of ideas, most of ideas are disconnected or confused, very little logical sequencing.

10 (poor) : ideas are mostly not developed, confusing and disconnected, no logical sequencing.

9 (very poor) : ideas presented does not communicate, no organization

8 (very poor) : very limited ideas presented are disconnected, no organization

7 (very poor) : not enough to evaluate

Vocabulary

VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured</i>
	9-7	VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate

20 (excellent) : sophisticated range, effective word/idiom choice and usage, shows word form mastery, shows appropriate register.

19 (very good): used wide range variety of words, effective word/idiom choice and usage (2-3), shows word form mastery and appropriate register.

18 (very good): illustrate some range variety of words, some miss-used of word/idiom choice (3-4) and usage (not more than 2), shows word form mastery, shows appropriate register.

17 (good) : adequate range variety of words, occasional errors on words/idioms form (around 4-5), choice and usage (3-4) but meaning are not obscured.

16 (good) : adequate range of variety of words, occasional errors (more than 4) on words/idioms form, choice and usage (4-5) but meaning are not obscured.

15 (average) : some range of words are provided, some erroneous on words/idioms form (around 7-8) , choice and usage but doesn't obscure meaning.

14 (average) : some range of words are provided with some erroneous on words/idioms form, choice and usage but meaning are not obscured yet the percentage of the errors are bigger than point (15)

13 (Fair) : limited range of words, frequent errors of words/idiom form choice and usage (around 50% of the overall errors combined) that cause meaning to be confused or obscured.

12 (Fair) : limited range of words, frequent by errors of words/idiom form , choice and usage (around 60-70% of the overall errors combined) that leads to confused or obscured meaning.

11 (poor) : words are hardly ranged, dominated (around 75-80%) by errors of words/idioms form, choice and usage that leads to confused or obscured meaning

10 (poor) : words are not ranged at all, mostly (85-90%) erroneous of words/idioms form, choice and usage that make the meaning confused and obscured.

9 (very poor) : essentially translation, little knowledge of English vocabulary, idioms, and word form

8 (very poor) : essentially translation shows very limited knowledge of English vocabulary, idioms and word form

7(very poor) :Not enough to evaluate.

Language Use

LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17-11	FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions • <i>meaning confused or obscured</i>
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate.

25 (excellent) : show effective complex construction, few errors on agreement, tense, number, word/order function, articles, pronouns and preposition (only 10-11 errors on all these combined, e.g, 2 errors in agreement, 2 in tense, 1 in pronouns and 1 in preposition and so on)

24 (excellent) : effective complex construction, several errors on agreement, tense, number, word/order function, articles, pronouns and preposition (14-15 errors combined).

23(very good) : show affective complex construction (but few flawed), several errors on agreement, tense, number, word/order function, articles, pronouns and preposition (16-20 errors combined),

22 (very good) : show affective complex construction (but few flawed), several errors on agreement, tense, number, word/order function, articles, pronouns and preposition 21-26 errors combined).

All errors in this section are still around 5-25% of the overall paper)

21 (Good) : effective but simple construction, minor problems in complex constructions, several errors of agreement tense, number, word/order function, articles, pronouns and preposition (about 27-30 errors combined).

20 (good) : effective in simple construction but few major problems appear in complex construction, several errors of agreement tense, number, word/order function, articles, pronouns and preposition (about 31-34 errors combined).

19 (average) : hardly presents effective complex constructions (the complex constructions produced were ineffective), shows several problems in simple construction, several errors of

agreement tense, number, word/order function, articles, pronouns and preposition (about 31-35 errors combined) and meaning seldom confused or obscured.

18 (average) : mostly simple construction with some minor problems, hardly presents any complex constructions, neither effective (the complex constructions produced were ineffective), shows some few problems in simple construction, several errors of agreement tense, number, word/order function, articles, pronouns and preposition (about 34-40 errors combined) and meaning seldom confused or obscured.

(All errors in this section are still around 25-50% of the overall paper)

17 (fair): major problems in simple/complex construction, frequent errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 50-55% of the overall paper)

16 (fair): major problems in simple/complex construction, frequent errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 55-60% of the overall paper)

15 (fair): major problems in simple/complex construction, frequent errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 60-65% of the overall paper)

14 (fair): major problems in simple/complex construction, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 65-70% of the overall paper)

13 (poor) : only present simple construction with some major problems, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 70-75% of the overall paper)

12 (poor) : only present simple construction with some major problems, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 75-80% of the overall paper)

11 (poor) : only present simple construction with some major problems, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 80-85% of the overall paper)

10 (very poor) : virtually no mastery of sentence constructions rules, dominated by errors, (85-90 % of the paper are dominated by errors)

9 (very poor) : virtually no mastery of sentence constructions rules, dominated by errors, does not communicate

8 (very poor) : virtually no mastery of sentence constructions rules, dominated by errors, does not communicate at all (the sentences constructed are hardly recognizable)

7 (very poor) : virtually no mastery of sentence constructions rules, mostly errors on paper, the meaning can hardly be recognized)

6 (very poor) : the length of the paper is not much (still enough but mostly errors)

5 (very poor) : not enough to evaluate

Mechanics

MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

This part had been clearly explained, several key words (such as poor handwriting, etc) are presented in raters training.

APPENDIX G

Materials for raters training – going deep inside the terms and quantifiers (some, few, little)

Based on (Jacobs et al. (1981) as cited in Hughes, 2003, p. 104)

Content

C – 1 : knowledgeable – presents a clear understanding about the subjects
– presents different aspects of the subjects.

- Presents physical description and inner character of the main characters like Snow White, The Queen, The Prince, the kingdom, the dwarves, and the dwarfs' cottage. The more descriptive, the better, e.g. physical description like snow white's skin, or her beauty,
- And the inner character of the subjects like how the queen was the embodiment of evil, or how the prince was head over heels about Snow White the first time he saw her.

C – 2 : substantive – all main points are discussed – both major and minor details are presented.

- Major details included
 1. Snow White's state of losing her mother and having a new step mother.
 2. She lost her father afterwards
 3. The Queen tendencies of being the fairest in the land acknowledged by her Magic mirror
 4. The Queen's jealousy toward Snow White
 5. The Queen's plot to kill Snow White by ordering the huntsmen
 6. Snow White run toward the Forrest
 7. Snow White met the Dwarfs
 8. The Queen found out that Snow White was still alive.
 9. The Queen decided to kill Snow White using poisoned apple
 10. The Prince saw and fall for Snow White
 11. Snow White woke up and The Prince took her away with him.
- Minor details include
 1. Snow White was describes as prettier than her step mother
 2. The dialogue involving the mirror telling the Queen that Snow White was prettier

3. The huntsmen was summoned by the Queen and ordered to kill Snow white and bring her heart to the Queen.
4. The huntsmen let go of snow white
5. Snow White found a cottage and clean and fall asleep
6. Snow white lived together with the dwarfs
7. Description on how the Queen found Snow White and gave her the poison apple.
8. The dwarfs put her in a glass coffin
9. The Queen paid for what she did.

C – 3 : thorough development of thesis

- Based on oxford : thorough means = *doing things very carefully and with great attention to details*
- Details are not only mentioned but also elaborated to convey the connectivity to the overall content and convey the sense of completeness. Refer to the details above and see how these details are elaborated and expanded.

C – 4 : relevant to assigned topic means all the things being talked about are related to the topic without any extraneous materials at all. Oxford defines extraneous as *something that is not important or not connected with the subject or the situation.*

Organization

O – 1 : fluent expression is related to the flow of the ideas, and how it builds one another.

- Presents the introductory, body and concluding paragraph.
- The flows need to make sense and not overlap with one another.
- The movement from one detail to the other was build easily.
- Presents effective transition in the body of the paper to indicate the movement of ideas.

O – 2 : ideas are clearly stated and supported. The paper needs to be divided in several paragraphs, in which each of the paragraphs was built around a single idea and that idea is both clearly stated and well supported.

O – 3 : all ideas directed concisely to the central focus of the paper, without digression.

O – 4 : Well-Organized – the overall relationship of the ideas within and between paragraphs are clearly indicated. The beginning, middle and end of the paper is clear.

O – 5 : Logical Sequencing – the points stated throughout the paper are logically developed using particular sequence like time order (e. g. years ago, the next day and so on). the developments of this logical points are indicated by appropriate transitional markers, (e. g. however, a few years later).

O – 6 :Cohesive – something consist of parts that fit together well and form a united whole.

Vocabulary

V – 1 : Sophisticated Range – the range of vocabularies in the paper is sophisticated when it is facilitated with words and idioms with the qualities bellow:

1. When it can convey the intended information, attitudes and feelings.
2. When it can distinguish subtleties among ideas and intention.
3. When it can convey shades and differences of meaning.
4. When it express the logic of ideas

V – 2 : effective word/idiom choice and usage – it is effective when it is facilitated with the qualities bellow

1. The accurate choice of vocabulary.
2. The use of idiomatic expression that convey the intended meaning.
3. The correct use of words to emphasize any intended ideas.
4. There are denotative and connotative meanings.
5. The correct use of transition elements to mark shifts in thoughts.

V – 3 : word form mastery includes the accurate use of affixes, suffixes and etc.

V -- 4 : the register was considered appropriate when it meets the quality bellow

1. The vocabulary chosen is appropriate to both the topic and audience
2. The familiarity of the vocabulary to the audience
3. The vocabulary chosen make the intended impression.
4. Delivered the exact tone of the paper (the general character of the paper)

V -- 5 : appropriate register means the use of vocabulary that is appropriate to the topic.

(language use and mechanics have been stated quite clearly)

Quantity words are often used in the scale to refer to show the difference of numbers of something in the scale itself. Percentage is used to acknowledge such difference, the description can be seen as follows:

- Most (mostly) is about 95-99% of something
- Some is about 85-90% of something
- several is about 75%- 84% of something
- Adequate is about 65-74 % of something
- Limited is about 50-64% of something
- Few means a small number of something around 44-49% of something
- Less is around 35-43 % (if the quality of something is 10 than less means around 3 qualities are being described).
- Very little/very limited means only 1-2 of the expectation (%0- 34 only)
- Occasional means something that is not very often or not in regular intervals (around 20-30%)
- Poor handwriting means the handwriting was distracting and the raters find it hard to acknowledge the flow and meaning of the paper due to the handwriting itself.
- Handwriting illegible means nothing can be read nor understood due to the poor handwriting.

Appendix H

Raters' Reliability

a. Intra-Class Correlation Coefficient Pre-raters' Training

Sample	Raters		
	Rater 1	Rater 2	Rater 3
Student A	65	75	40
Student B	43	50	40
Student C	80	75	60
Student D	80	80	43
Student E	85	70	52

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	V alue	df 1	df 2	Si g
Single Measures	.293 ^b	-.033	.826	5.173	4	8	.023
Average Measures	.555 ^c	-.108	.934	5.173	4	8	.023

The intraclass correlation coefficient of three raters is 0,555 (low correlation) with significance .023.

b. Intra-Class Correlation Coefficient Post-raters' Training

Sample	Raters		
	Rater 1	Rater 2	Rater 3

Student A	61	65	65
Student B	46	48	56
Student C	89	82	85
Student D	55	50	57
Student E	86	89	87

Intraclass Correlation Coefficient							
	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.961 ^b	.839	.995	78.201	4	8	.000
Average Measures	.987	.940	.998	8.201 ⁷	4	8	.000

The intra-class correlation coefficient of three raters is 0,987 (high correlation) with significant at .000.

APPENDIX I

APPENDIX I

APPENDIX I

Appendix J

Classification on Students' Writing Score on Pretest

No	Students of Control Group	Pretest Control	Classification	Students of Experimental Group	Pretest Experimental	Classification
	ID	89	Very Good	TRM	76	Good
	N	78	Very Good	TTM	46	Poor
	AN	92	Very Good	SB	57	Fair
	SHA	84	Good	NK	48	Poor
	VP	44	Poor	IT	87	Very Good
	HD	82	Good	R	84	Good
	RD	58	Fair	IH	80	Good
	TO	95	Very Good	MTA	93	Very Good
	TJ	46	Poor	W	78	Good
0	EJU	35	Very Poor	IPS	73	Fairly Good
1	SK	67	Fairly Good	AU	59	Fair
2	AM	49	Poor	H	85	Good
3	FL	51	Poor	DA	56	Fair
4	MT	73	Poor	TUP	63	Fair
5	BM	60	Fair	MK	64	Fair
6	PL	45	Poor	NR	66	Fairly Good
7	SMR	50	Poor	NP	68	Fairly Good
8	ES	35	Poor	AO	59	Fair
9	FWL	77	Good	Y	77	Good
0	HH	65	Fair	PH	89	Very Good
	TOTAL	1266		TOTAL	1406,87	

Classification on Students' Writing Score on Posttest

No	Students of Control Group	Pretest Control	Classification	Students of Experimental Group	Pretest Experimental	Classification
	ID	95	Very Good	TRM	94	Very Good
	N	91	Very Good	TTM	65	Fair
	AN	96	Very Good	SB	70	Fairly Good
	SHA	90	Very Good	NK	62	Fair
	VP	65	Fair	IT	95	Very Good
	HD	98	Very Good	R	97	Excellent
	RD	96	Fair	IH	89	Very Good
	TO	98	Excellent	MTA	99	Excellent
	TJ	54	Poor	W	95	Very Good
0	EJU	50	Poor	IPS	92	Very Good
1	SK	85	Good	AU	75	Fairly Good
2	AM	56	Fair	H	97	Excellent
3	FL	72	Fairly Good	DA	71	Fairly Good
4	MT	85	Fair	TUP	78	Good
5	BM	70	Fairly Good	MK	90	Very Good
6	PL	85	Fair	NR	88	Very Good
7	SMR	62	Fair	NP	84	Good
8	ES	64	Fair	AO	73	Fairly Good
9	FWL	85	Good	Y	93	Very Good

0	HH	47	F airly Good	PH	98	E xcellent
TOTAL		481		TOTAL	1705	

APPENDIX K

Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters.

They were very bossy, she had to do all the housework. One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall.

The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before then. At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to dance. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back. Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to bring forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly.

Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

Source (<http://chillachindiza.blogspot.com/2010/03/narrative-cinderella-story-english.html>)

APPENDIX L

The Bear and Rabbit

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows.

The rabbit was fearing to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after.

However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

Source (<http://bos-sulap.blogspot.com/2011/07/narrative-text-rabbit-and-bear.html>)

APPENDIX M

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

Source (<http://folktales4u.blogspot.com/2011/05/legend-of-lake-toba.html>)

APPENDIX N

The Story Starters

Pick a story starter bellow and write a narrative story with your group, you should discuss the orientation, the complication and the result of the story.

1. Once upon a time, in the land of far-far away, live a very ugly prince, called Prince Boo--
2. An Eagle is flying low to the ground when he saw a delicious snake lying near a huge rock, he was very happy with the idea of having juicy snake for lunch –
3. A Toad was so hungry, that he slowly drag his feet to the ground, he was imagining of having a chocolate cake or maybe flies, whatever food he can have—
4. Years ago, a Cat and a Dog was a very good friend. They played and hang out together every time ---
5. A Kingless Queen- is a suitable nickname for the Queen Sofia, she inherit her crown when her Father King Edward died 4 years ago, --
-
6. Long time ago, live a two sister whose beauty is famous across the country. They both were so beautiful, it's hard to tell which one is prettier than the other ----
7. There lived a very beautiful White Witch called Samantha, she was so very kind-hearted that she helped everybody in the village, but Muriel the Dark Witch hated her for that so she -----

APPENDIX O

Lyrics of the Song Someone Like You – By ADELE

I heard that you're settled down
That you found a girl and you're married now
I heard that your dreams came true
Guess she gave you things I didn't give to you
Old friend, why are you so shy?
Ain't like you to hold back or hide from the light
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I had hoped you'd see my face and that you'd be reminded
That for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I begged, I remember you said
Sometimes it lasts in love, but sometimes it hurts instead
Sometimes it lasts in love, but sometimes it hurts instead

You know how the time flies
Only yesterday was the time of our lives
We were born and raised in a summer haze
Bound by the surprise of our glory days
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I had hoped you'd see my face and that you'd be reminded
That for me, it isn't over yet
Never mind, I'll find someone like you
I wish nothing but the best for you, too

Source (<http://www.metrolyrics.com/someone-like-you-lyrics-adele.html>)

APPENDIX P

Pictures-Aided Story

SNOW WHITE

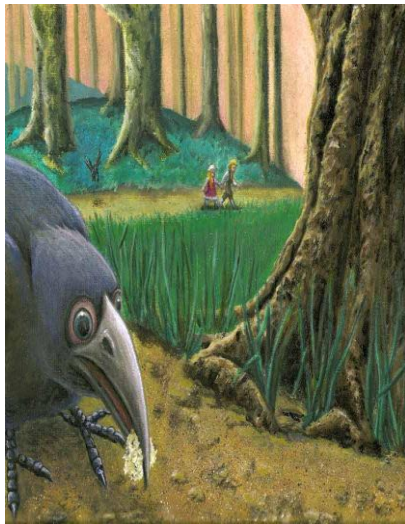


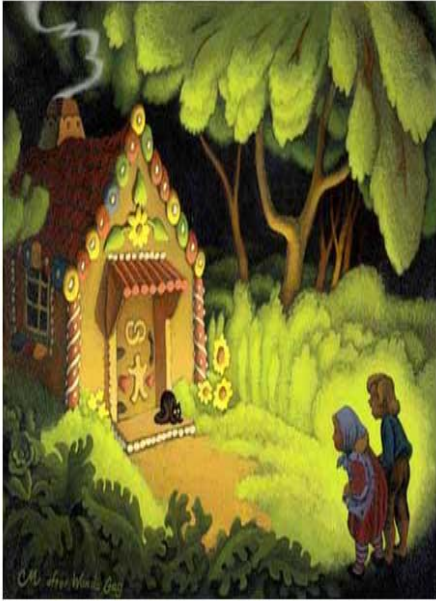


Source (<http://www.slideshare.net/kamaludinnegarabali/snow-white-ppt>)

APPENDIX Q

Pictures aided-story
HANSEL AND GRETEL







Source (<http://www.slideshare.net/52255149/hansel-y-gretel-3258565>)

APPENDIX R

Fable

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you"

Source (<http://dairyza.blogspot.com/2013/04/example-of-narrative-text-smartest.html>)

APPENDIX S

The Monkey and the Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Source (http://www.longlongtimeago.com/lta_fables_monkeycroc.html)

APPENDIX T

Games (GUESS WHO?)

Characters	Story
The Frog	The Princess and the Frog
Malin Kundang	Malin Kundang
Cinderella	Cinderella
Snow White	Snow White
The Wolf	Little Red Riding Hood
Bella	Beauty and The Beast
The Witch	Snow White
Little Red Riding Hood	Little Red Riding Hood
Dwarves	Snow White
The Step Sister	Cinderella
Hansel	Hansel and Gretel
The Monkey	The Monkey and The Crocodile

APPENDIX I

RATERS SCORING

Pretest Control Group

Students Name	Content				Organization				Vocabulary				Language Use				Mechanics				TOTAL
	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	
ID	28	27	27	27	18	18	19	18	18	19	18	18	23	22	22	22	44	44	44	44	89
N	26	26	27	28	17	17	18	17	18	17	17	17	21	22	22	22	33	33	33	33	87
AN	28	28	28	28	18	18	18	18	19	18	18	19	24	23	23	23	44	44	44	44	92
SHA	24	24	23	24	17	17	18	17	18	18	19	18	22	22	23	22	33	33	33	33	84
VP	14	15	14	14	9	9	9	9	9	9	9	9	10	10	11	10	22	22	22	22	44
HD	26	26	27	26	16	16	17	16	18	18	18	18	19	20	19	19	33	33	33	33	82
RD	17	17	18	17	12	13	13	13	12	13	13	13	14	13	13	13	22	22	22	22	58
TO	29	29	30	29	19	19	20	19	19	19	20	19	23	22	22	22	44	44	44	44	95
TJ	15	14	14	14	9	10	9	9	10	10	10	10	11	10	11	11	22	22	22	22	46
EJU	13	13	14	13	7	7	7	7	7	7	7	7	6	6	7	6	22	22	22	22	35
SK	21	22	21	21	14	14	15	14	14	15	15	15	14	14	15	14	33	33	33	33	67

AM	1 6	1 7	1 6	1 6	1 0	1 0	1 0	1 1	1 0	1 0	1 0	1 0	1 0	1 1	1 1	1 1	1 1	2	2	2	2	49
FL	1 7	1 6	1 7	1 7	1 0	1 1	1 1	1 1	1 0	1 0	1 1	1 0	1 0	1 1	1 1	1 1	1 1	2	2	2	2	51
MT	1 3	1 4	1 4	1 4	7	7	8	7	7	7	7	7	7	7	7	7	7	2	2	2	2	37
BM	1 9	2 0	2 0	2 0	1 2	1 2	1 3	1 2	1 3	1 4	1 4	1 4	1 4	1 1	1 2	1 2	1 2	2	2	2	2	60
PL	1 4	1 5	1 4	1 4	1 0	1 1	1 1	1 1	1 0	1 1	1 0	1 0	1 0	8	8	9	8	2	2	2	2	45
SMR	1 7	1 7	1 8	1 7	1 1	1 1	1 2	1 1	1 0	1 1	1 0	1 0	1 0	1 0	1 0	1 1	1 0	2	2	2	2	50
ES	1 5	1 5	1 6	1 5	1 2	1 2	1 3	1 2	1 2	1 3	1 3	1 3	1 3	1 1	1 2	1 1	1 1	2	2	2	2	53
FWL	2 4	2 4	2 5	2 4	1 6	1 6	1 7	1 6	1 5	1 6	1 6	1 6	1 6	1 7	1 8	1 8	1 8	3	3	3	3	77
HH	2 1	2 2	2 1	2 1	1 6	1 6	1 7	1 6	1 2	1 3	1 3	1 3	1 3	1 4	1 3	1 3	1 3	2	2	2	2	65
TOTAL																					12	
TOTAL																					66	
																				Average	63,3	

Posttest Control Group

Students Name	Content				Organization				Vocabulary				Language Use				Mechanics				Total
	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	
	-	-	-	M	-	-	-	M	-	-	-	M	-	-	-	M	-	-	-	M	
	1	2	3		1	2	3		1	2	3		1	2	3		1	2	3		95.
ID	3	3	2	3	1	1	1	1	1	1	1	1	1	2	2	2	2	4	4	4	4

	0	0	9	0	8	9	9	9	8	9	9	9	4	4	3	4					333
																					3
N	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	4	4	4	4	91
	8	8	8	8	8	8	8	8	8	8	8	8	3	3	3	3					
AN	3	2	3	3	1	1	1	1	1	1	1	2	2	2	2	4	4	4	4	96.	
	0	9	0	0	9	9	9	9	9	8	8	4	4	4	4					333	
																				3	
SHA	2	2	2	2	1	1	1	1	1	1	2	1	2	2	2	4	4	4	4	90	
	6	6	6	6	9	8	8	8	9	9	0	9	3	3	3						
VP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	65	
	8	8	9	8	5	6	5	5	4	4	5	4	5	5	6						
HD	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	4	4	4	4	89.	
	7	8	8	8	8	9	8	8	9	9	9	9	0	0	1					333	
																				3	
RD	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	69	
	9	9	0	9	6	7	6	6	6	7	6	6	5	6	6						
TO	3	3	3	3	2	2	2	2	1	1	2	1	2	2	2	4	4	4	4	98.	
	0	0	0	0	0	0	0	0	9	9	0	9	5	5	5					333	
																				3	
TJ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	53.	
	6	5	6	6	1	1	2	1	2	2	1	2	3	2	3					666	
																				7	
EJU	1	1	1	1	9	9	1	9	9	1	1	1	1	1	1	3	3	3	3	50	
	7	7	6	7			0	3		0	0	0	1	1	1						
SK	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	4	4	4	4	85.	
	4	4	5	4	7	7	7	7	8	8	8	8	2	2	2					333	
																				3	
AM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	56	
	6	6	6	6	3	4	3	3	3	3	4	3	2	2	3						
FL	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	72	

	3	3	4	3	5	5	6	5	4	4	5	4	7	7	7	7					
MT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	58
	7	7	7	7	2	2	1	2	3	3	4	3	3	3	4	3					
BM	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	70	
	1	2	1	1	6	6	7	6	4	4	5	4	6	6	6	6					
PL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	58	
	7	8	7	7	3	4	3	3	3	4	4	4	1	1	2	1					
SMR	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	62	
	1	1	1	1	5	6	5	5	4	3	3	3	1	1	2	1					
ES	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	64	
	6	6	7	6	5	5	6	5	5	5	6	5	4	5	5	5					
FWL	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	4	4	4	4	85.	
	6	6	6	6	7	7	8	7	8	7	7	7	1	1	2	1				333	
																				3	
HH	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	74	
	3	3	4	3	7	8	8	8	4	4	5	4	5	6	6	6					
TOTAL																				148	
																				2,	
																				667	
																		Average	74,		
																			13		

Pretest Experimental Group

students' Name	Content				Organization				Vocabulary				Language Use				Mechanics				Total
	R	R	R	M	R	R	R	M	R	R	R	M	R	R	R	M	R	R	R	M	
	1	2	3		1	2	3		1	2	3		1	2	3		1	2	3		
TRM	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	76
	3	3	4	3	7	6	6	6	6	7	6	6	8	9	8	8					

TTM	1 4	1 4	1 4	1 4	1 0	1 0	1 0	1 0	1 0	1 0	1 1	1 0	1 0	1 0	1 1	1 0	2	2	2	2	46
SB	1 4	1 5	1 4	1 4	1 0	1 1	1 0	1 0	1 0	1 4	1 5	1 5	1 5	1 4	1 5	1 5	3	3	3	3	57
NK	1 4	1 4	1 5	1 4	1 0	1 0	1 0	1 0	1 0	1 0	1 1	1 0	1 1	1 1	1 2	1 1	3	3	3	3	48
IT	2 6	2 6	2 5	2 6	1 8	1 9	1 8	1 8	1 7	1 7	1 7	1 7	1 2	2 2	2 1	2 2	4	4	4	4	87
R	2 7	2 7	2 7	2 7	1 6	1 6	1 7	1 6	1 6	1 6	1 7	1 6	1 1	2 0	2 1	2 1	4	4	4	4	84
IH	2 4	2 4	2 4	2 4	1 7	1 7	1 6	1 7	1 6	1 6	1 5	1 6	1 0	2 0	2 0	2 0	3	3	3	3	80
MTA	2 8	2 8	2 8	2 8	2 0	1 9	1 9	1 9	1 9	1 8	1 9	1 9	1 3	2 3	2 4	2 3	4	4	4	4	93
W	2 4	2 3	2 4	2 4	1 5	1 5	1 6	1 5	1 7	1 7	1 8	1 7	1 0	2 9	1 9	1 9	3	3	3	3	78
IPS	1 9	2 0	2 0	2 0	1 5	1 6	1 6	1 6	1 6	1 7	1 7	1 7	1 7	1 7	1 7	1 7	3	3	3	3	73
AU	1 9	2 0	1 9	1 9	1 2	1 2	1 1	1 2	1 2	1 1	1 2	1 2	1 4	1 4	1 5	1 4	2	2	2	2	59
H	2 5	2 4	2 4	2 4	1 7	1 7	1 7	1 7	1 8	1 8	1 9	1 8	1 2	2 2	2 3	2 2	4	4	4	4	85
DA	1 8	1 8	1 8	1 8	1 3	1 4	1 3	1 3	1 0	1 1	1 0	1 0	1 2	1 2	1 3	1 2	3	3	3	3	56
TUP	1 9	2 0	2 0	2 0	1 4	1 5	1 4	1 4	1 3	1 4	1 3	1 3	1 4	1 4	1 4	1 4	2	2	2	2	63
MK	1 7	1 7	1 8	1 7	1 3	1 4	1 4	1 4	1 3	1 4	1 4	1 4	1 6	1 6	1 7	1 3	3	3	3	3	64. 33 3
NR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	66

	7	7	7	7	4	5	4	4	6	6	6	6	6	6	7	6					
NP	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	68
AO	1	1	2	9.	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	59.	
	9	9	0	3	3	3	4	3	2	3	3	3	2	2	3					33	
				3																3	
Y	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	77	
	3	3	4	3	5	6	6	6	6	6	7	6	8	9	9						
PH	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	4	4	4	4	89	
	7	7	8	7	8	7	8	8	8	8	8	8	2	2	3						
TOTAL																				14	
																				08,	
																				67	
																		Average		70,	
																				43	
																				3	

Posttest Experimental Group

students' Name	Content				Organization				Vocabulary				Language Use				Mechanics				TOTAL
	R	R	R	M	R	R	R	M	R	R	R	M	R	R	R	M	R	R	R	M	
TRM	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	5	5	5	5	94
TTM	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	65
	8	7	8	8	9	9	8	9	8	9	9	9	3	2	3	3					
	9	0	0	0	3	2	3	3	3	4	4	4	4	5	5	5					

SB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	70
	8	8	7	8	3	4	4	4	7	7	7	7	8	7	8	8	8					
NK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	62
	6	6	7	6	3	3	3	3	5	5	4	5	4	5	5	5	5					
IT	2	2	2	2	1	1	2	1	1	2	1	1	2	2	2	2	2	4	5	4	4	95
	9	8	9	9	9	9	0	9	9	0	9	9	4	4	5	4	4					
R	2	2	2	2	2	2	2	2	1	1	2	1	2	2	2	2	2	5	5	4	5	97
	9	9	9	9	0	0	0	0	9	9	0	9	4	4	3	4	4					
IH	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	2	4	4	4	4	89
	6	7	6	6	9	9	9	9	7	8	8	8	2	2	3	2	2					
MTA	3	3	3	3	1	1	1	1	2	2	2	2	2	2	2	2	2	5	5	5	5	99
	0	0	0	0	9	9	9	9	0	0	0	0	5	5	5	5	5					
W	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	2	5	5	5	5	95
	8	9	9	9	8	9	9	9	8	8	9	8	3	4	4	4	4					
IPS	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	2	4	4	4	4	92
	9	9	8	9	8	8	9	8	9	9	9	9	1	2	2	2	2					
AU	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3	3	3	75
	4	4	3	4	6	6	7	6	6	6	7	6	5	6	6	6	6					
H	2	2	2	2	1	2	1	1	2	2	2	2	2	2	2	2	2	5	5	5	5	97
	8	8	9	8	9	0	9	9	0	0	0	0	5	4	5	5	5					
DA	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	71
	1	1	0	1	5	5	4	5	5	5	5	5	7	7	6	7	7					
TUP	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	3	77
	4	4	3	4	7	6	7	7	6	6	5	6	7	8	8	8	8					.6
																						7
MK	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	2	5	5	5	5	90
	7	8	8	8	7	7	8	7	8	8	7	8	2	3	2	2	2					
NR	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	2	4	4	4	4	88
	6	7	6	6	8	8	9	8	8	8	8	8	2	3	2	2	2					
NP	2	2	2	2	1	1	1	1	1	1	1	1	2	2	2	2	2	4	4	4	4	84
	6	6	6	6	6	6	7	6	6	5	5	5	3	2	3	3	3					

AO	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	72
	3	3	2	3	6	6	6	6	6	6	7	6	5	6	6	6	7					.6	
																						7	
Y	2	2	2	2	1	1	2	1	1	1	1	1	2	2	2	2	2	4	4	4	4	92	
	8	8	8	8	9	9	0	9	9	9	8	9	3	3	4	3					.6		
																						7	
PH	2	2	3	2	2	2	2	2	1	1	1	2	2	2	2	2	5	5	5	5	98		
	9	9	0	9	0	0	0	0	9	9	9	5	5	5	5					.3			
																						3	
TOTAL																					17		
TOTAL																					04		
TOTAL																					,3		
																				Average	85		
																				Average	,2		
																				Average	1		

R1 : Researcher R2: Rater 2 R3: Rater 3