

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

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

DAHLIA HUSAIN



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PERNYATAAN KEASLIAN TESIS

Yang bertanda-tangan dibawah ini:

Nama : Dahlia Husain

Nomor Pokok : P0600211002

Program Studi : Bahasa Inggris

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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

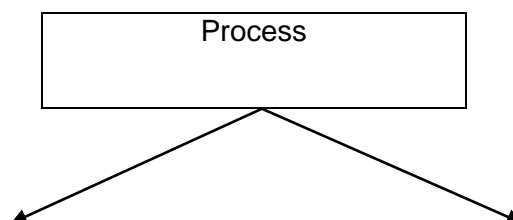
A teaching process should be beneficial for all the students. The teacher needs to carefully examine what teaching method or approach that can actually suitable for all students. To some extent, this never happens, teacher continues with the way of teaching that we categorized as conventional way, which 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.

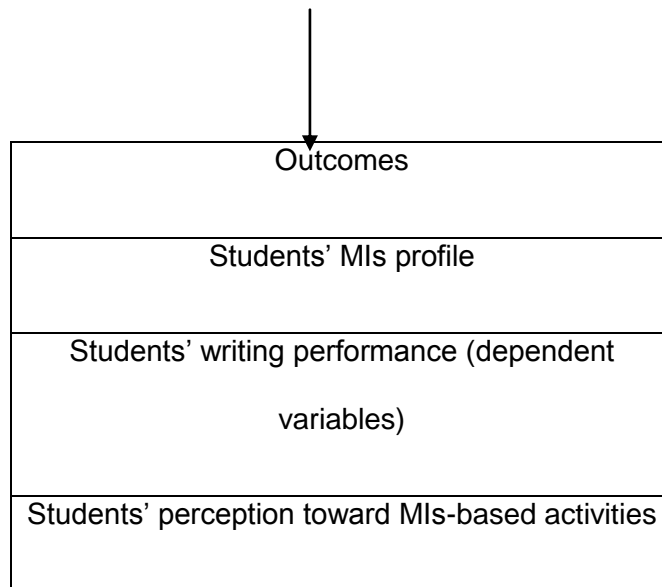


Figure 1: The conceptual framework

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.