EFFECTS OF MULTIPLE INTELLIGENCES INSTRUCTION AND STRATEGIES ON WRITING ABILITY OF ESL STUDENTS

By

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The surge of research in the field of multiple intelligences since it was introduced by

Howard Gardner in 1983 and the encouraging results based on these research show

that the Theory of Multiple Intelligences is gaining importance in improving the

academic performance of students in various disciplines. There is an increasing

number of research which applies the Theory of Multiple Intelligences in the teaching

of English. However, at present there is no quantitative research in Malaysia

applying the Theory of Multiple Intelligences to developing writing skills in ESL.

As writing is a complex skill, most of the time getting ESL students to write is an

uphill task. The fear for writing maybe due to the many problems that ESL writers

faced which include difficulty in generating ideas, visualizing ideas, arranging ideas,

lack of vocabulary and cohesion and coherence in writing. With this in mind, the

research was developed based on the three theories namely, the Theory of Multiple Intelligences (Gardner, 1983), Triarchic Theory (Sternberg, 1985) and the Vygotsky Learning Theory (Vygotsky, 1986).

This study which involves a group of Form One students was conducted to determine the effect of multiple intelligences instruction and strategies on their writing ability. Five intelligences related to writing were identified: interpersonal intelligence, visual-spatial intelligence, logical-mathematical intelligence, verbal-linguistic intelligence, and intrapersonal intelligence. The Malaysian Multiple Intelligences Test for Adolescents (MAMIT) was administered to the students to identify the intelligence(s) that the students had developed more highly. The experimental class, which comprised 28 students was then divided into groups of five. Students with different intelligences were assigned to each group. Each group consisted of students with different profiles of the five intelligences related to writing.

The experimental class was given training for two months while the control class was taught in the usual way using the normal curriculum and no particular additional method was used with these students. The two-month training was divided into two parts. In the first part, which was the Intelligence-Focused Lessons, students were given a specific training programme of teaching which strongly encouraged the development of the five intelligences related to writing. In the second part, which was the 5-in-1 Lesson, students were taught the five multiple intelligences strategies

related to writing. The five strategies were brainstorming, topic-word association, mind-mapping, rank-ordering, and metacognition. Students were then asked to apply these strategies in their writing. Two essays, one narrative and another expository, were given to the students before and after the training. The control group was also given the same essay topics as the experimental group. The difference between the two groups was that the experimental group went through the two phases of multiple intelligences training while the control group did not.

The scoring of the essays was done using the Six-Trait Analytic Writing Rubric, which consisted of Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions. The scores were analyzed using Paired Samples t-test and MANOVA. The results show that there is a significant improvement in the essays of students in the post-test compared to those in the pre-test. There is also improvement in the six rubrics analyzed. Both the experimental group and the control group show improvement as they were exposed to English lessons during the two months. The difference is, the experimental group shows great improvement which, it is concluded, is highly likely to be attributed to the multiple intelligences instruction and strategies. A retention test was carried out with the two groups after a month and significant improvement was detected in the experimental group.

The results of the study support the Theory of Multiple Intelligences, which implies that students should be exposed to multiple ways of learning according to their needs and abilities. In a classroom, teachers should recognize that students have different interests and needs and teaching instruction should be varied to suit them. This research shows that given, first, exposure to a variety of methods relating to multiple intelligences and second, encouragement to develop appropriate strategies related to the process approach to writing, it is possible for learners to improve their writing ability significantly in the six traits measured and this can be retained at least for a month.

KESAN LATIHAN DAN STRATEGI KECERDASAN PELBAGAI KE ATAS KEBOLEHAN MENULIS PELAJAR BAHASA INGGERIS SEBAGAI BAHASA KEDUA

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Peningkatan kajian dalam bidang kecerdasan pelbagai sejak diperkenalkan oleh Howard Gardner dalam tahun 1983 dan keputusan yang memberangsangkan berdasarkan kajian-kajian ini menunjukkan Teori Kecerdasan Pelbagai semakin mendapat kepentingan dalam meningkatkan pencapaian akademik pelajar dalam pelbagai disiplin. Terdapat peningkatan dalam jumlah kajian yang mengaplikasikan Teori Kecerdasan Pelbagai dalam pengajaran bahasa Inggeris. Walaupun demikian, sehingga kini tiada kajian kuantitatif di Malaysia yang mengaplikasikan Teori Kecerdasan Pelbagai untuk meningkatkan kemahiran menulis dalam pengajaran bahasa Inggeris sebagai bahasa kedua (ESL).

Disebabkan penulisan adalah satu kemahiran yang kompleks, kebanyakan masa adalah amat sukar untuk meminta pelajar ESL menulis. Ketakutan untuk menulis mungkin disebabkan oleh banyak masalah yang dihadapi oleh penulis ESL. Ini termasuk

kesukaran untuk menjana idea, menggambarkan idea, perbendaharaan kata yang terhad dan masalah kohesi serta koheren dalam penulisan. Berdasarkan hakikat ini, kajian ini dijalankan berdasarkan tiga teori iaitu Teori Kecerdasan Pelbagai (Gardner, 1983), Teori Triarchic (Sternberg, 1985) dan Teori Pembelajaran Vygotsky (Vygotsky, 1986).

Kajian yang melibatkan sekumpulan pelajar Tingkatan 1 telah dijalankan untuk melihat kesan latihan dan strategi kecerdasan pelbagai ke atas kebolehan mengarang pelajar. Lima kecerdasan pelbagai yang berkaitan dengan penulisan dikesan iaitu kecerdasan interpersonal, kecerdasan ruang, kecerdasan logikal-matematikal, kecerdasan verbal-linguistik dan kecerdasan intrapersonal. Ujian Kecerdasan Pelbagai Remaja Malaysia (MAMIT) dijalankan untuk melihat kecenderungan kecerdasan mereka. Kelas eksperimen yang terdiri daripada seramai 28 orang dibahagi kepada lima kumpulan. Pelajar dengan kecerdasan yang berlainan dimasukkan ke dalam satu kumpulan. Setiap kumpulan mengandungi pelajar dengan lima kecerdasan yang berbeza yang berkait dengan penulisan.

Kumpulan eksperimen diberi latihan selama dua bulan sementara kumpulan kawalan diajar mengikut cara yang biasa iaitu berdasarkan kurikulum sekolah dan tiada kaedah tambahan yang digunakan dengan pelajar-pelajar ini. Latihan yang mengambil masa selama dua bulan itu dibahagi kepada dua bahagian. Dalam bahagian pertama iaitu pelajaran 'Intelligent-Focused' pelajar diberi latihan khas yang menggalakkan

perkembangan kelima-lima kecerdasan yang berkaitan dengan penulisan. Dalam bahagian kedua iaitu pelajaran '5 dalam 1', pelajar-pelajar diajar lima strategi yang berkaitan dengan penulisan iaitu sumbangsaran, kaitan antara topik dengan perkataan, peta minda, susunan mengikut urutan dan metakognisi. Pelajar kemudiannya diminta mengaplikasikan strategi ini dalam penulisan. Dua buah esei, sebuah naratif dan sebuah pendedahan diberi kepada pelajar sebelum dan selepas latihan. Kumpulan kawalan diberi karangan yang sama seperti kumpulan eksperimen selepas latihan. Perbezaan antara kedua-dua kumpulan adalah kumpulan eksperimen melalui dua fasa latihan kecerdasan pelbagai tetapi kumpulan kawalan tidak.

Penyemakan karangan dibuat dengan menggunakan *Six-Trait Analytic Writing Rubric* yang melibatkan Idea, Organisasi, Suara Penulis, Pilihan Perkataan, Kesinambungan Ayat dan Konvensi. Markah dianalisis mengikut Ujian-t Sampel Berpasangan dan MANOVA. Keputusan menunjukkan terdapat peningkatan ke atas markah pelajar selepas ujian pasca jika dibandingkan dengan sebelumnya. Terdapat juga peningkatan ke atas enam jenis rubrik yang dianalisis. Kedua-dua kumpulan eksperimen dan kumpulan kawalan menunjukkan peningkatan kerana mereka didedah kepada pelajaran Bahasa Inggeris selama dua bulan. Satu ujian *retention* diadakan untuk kedua-dua kumpulan tersebut. Selepas satu bulan kumpulan eksperimen menunjukkan peningkatan yang bermakna.

Keputusan kajian ini menyokong Teori Kecerdasan Pelbagai yang menyatakan pelajar harus didedah kepada cara pembelajaran yang pelbagai mengikut kemampuan dan kebolehan mereka. Dalam kelas, guru harus mengetahui bahawa pelajar mempunyai minat dan keperluan yang berlainan dan latihan harus dipelbagaikan mengikut keperluan mereka. Kajian ini menunjukkan pertama, pendedahan kepada pelbagai kaedah yang berkait dengan kecerdasan pelbagai dan kedua, galakan untuk membina strategi yang berkait dengan kaedah proses dalam penulisan memungkinkan pelajar meningkatkan kemahiran menulis secara bermakna berdasarkan enam rubrik yang dianalisis. Peningkatan ini dapat dikekalkan sekurang-kurangnya sebulan.