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Multiple Intelligences Approach to Improve Writing Skills of Elementary School Students

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ABSTRACT
Many students in second grade elementary school have a problem of managing writing task. This paper intends to demonstrate how to improve the writing skills of second grade elementary school students through Multiple Intelligences approach. The research is based of the low score of students in writing as a learning task. Through the classroom action research method via Kemmis and Taggart model analysis, this research concluded that the Multiple Intelligences approach can improve students' writing skills. This finding can be seen from the increase in student scores in the three research cycles. This shows that through eight types of intelligence, Multiple Intelligences approach can facilitate heterogeneous student learning styles so that students are able to improve their writing skills based on their respective learning styles.

Keywords: Multiple intelligences, Writing skills, Elementary students

1. INTRODUCTION

Learning Bahasa is one of teaching materials that must be taken by all students at all levels of education. Through learning Bahasa, students in schools from elementary to advanced level can be understand the writing of Bahasa rules. The general function of teaching Bahasa is to improve students' ability to communicate. As for the particular function are as follows: (a) a means of fostering unity and integrity of the nation; (b) a means of increasing the knowledge and skills of Bahasa in order to preserve and develop culture; (c) a means of increasing the knowledge and the development of science, technology and the arts; (d) a means of disseminating the use of Bahasa properly and correctly in accordance with the context for a variety of purposes and a wide range of issues; and (e) a means of development of intellectual abilities (reasoning) [1]. Learning Bahasa is important for developing Indonesian students' education because it can bridge the students with another knowledge.

Learning Bahasa consists of four skills that are continuously such as listening skill, speaking, reading and writing that students must be mastered. Listening and speaking skills can be learned by the students scientifically since they were babies. Reading and writing skills can be learned since entering the first formal education. One of the important discussions that is interesting to study in

some of the research is the ability to write of elementary school student. Writing is one that is productive language skills. Through writing, the author may communicate an idea into written form. As stated by Tarigan (2008) that writing is one of the language skills that are used to communicate with others indirectly [2].

Writing can be used as a reference in measuring a student's intellectual ability because there is the thought process in the preparation of an article. The act of writing on the lower grade students also called beginning writing. As the name implies, competencies to be achieved by the students range in basic writing skills. In the 2013 curriculum was formulated in writing competencies that must be mastered by the student. Although writing activities have been designed in accordance stages of development, but there some students who had difficulty in completing writing tasks.

Based on preliminary studies conducted by the author, it found that there are only 5 of 25 second-grade elementary students who have the ability to write in accordance with a predetermined competency. The lack of students who graduated in completing the task of writing alleged to be caused students are not ready to accept the task of learning. In addition, the model and learning method used by teachers are conventional learning method and innovative. It is inversely proportional to the duty of a teacher who has to make learning more active, creative, and fun. Therefore, requires the teaching approach or strategy that can solve the problems of the students'

writing. One alternative solution that can be used is the Multiple Intelligence approach.

First conceived of Multiple Intelligences by Howard Gardner, a professor who focuses on education. Gardner believes that every human being is unique and has their respective expertise. Gardner believes that a person's intelligence and ability can not be seen from the acquisition of IQ scores, or visits from his ability to master the language and mathematical calculations. Multiple Intelligences consists of eight types of intelligences are linguistic, logical-mathematical, spatial, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. Each kind of eight intelligences represents intelligence or potential in a child. Through Multiple Intelligences, Gardner describes student abilities are as follows: (a) able to complete and find a solution of problem in real life, (b) able to generate new problem to be completed, and (c) able to create something for getting appreciation [3].

1.1. Students' Writing Skill

Writing is nothing new for elementary school students. Some of the duties on a number of subjects require the ability to write in completing the task of learning. This indicates that writing is one of language skills that very important for students learning process in school. Resmini and Juanda (2007) suggest several uses writing are as follows: (1) the author may identify his capability and potential ; (2) the author can be trained in developing a variety of ideas; (3) the author can absorb more, seek out and master information with respect to the topics written; (4) the author can be trained to systematically organize and express ideas explicitly; (5) the author can review and objectively assess their own ideas; (6) the author of more easily solve a problem because the authors could analyze these issues explicitly in writing with a more concrete context; (7) by writing, authors are encouraged to continue to learn actively; and (8) by writing activity that is unplanned, the author can be used to think and speak correctly [4].

In addition, to communicate ideas through the symbol of language, writing is also able to train the authors to further develop the potential, viewed from various viewpoints and provide benefits to the reader. Syafi'ie outlines several uses writing. The usefulness of these writings is: (1) change the beliefs or views reader, (2) instill an understanding of something to readers, (3) they trigger the process of thinking reader, (4) gives a good feeling or entertain the reader, (5) provide any information or tell something to the reader, and (6) triggers motivation reader [5]. Based on these opinions, it can be concluded that writing as one language skills not only provide benefits to authors, but also enriches information and insight for the reader.

In its application in low-grade primary school student, beginning writing skills test can be measured using assessment indicators that have been adapted to the learning objectives to be achieved. Halimah (2014) states that there are seven basic competencies that must be mastered by students, namely: (1) to be used the attitude of writing (holding and using stationery), (2) tracing and thicken the letter, (3) copying text, (4) beginning writing, (5) write a few sentences with cursive letter, (6) write a sentence dictated by teacher, and (7) write a script [6].

1.2. Multiple Intelligence Approach

Multiple Intelligences is an innovative learning approach in the classroom because it able to provide special measures for each student. These intelligences are located in different parts of brain and can either work independently or together [7]. Through eight types of intelligence, multiple intelligences measure the ability of students based on their own potential and no longer measure the ability of students on the same assessment standards. This Gardner's multiple intelligences theory states an alternative definition of intelligence that provide comfort zones for all students so that learning might occur with greater ease [8, 9]. Gardner assume that intelligence is private property and can not be compared to others. Gardner also noted that there are some brief conclusions regarding the Multiple Intelligences theory. The conclusions are: (1) all of us have a whole range of intelligence; cognitive concept is what makes us a human; (2) no one - even identical twins - who exactly have a same intelligence profile. Although the genetic material is identical, each individual must have a different experience; and (3) have a strong intelligence does not mean that person is intelligent. People who have high mathematical intelligence might use their ability to conduct important experiments in physics or create a powerful new geometric proof; but he may discard this ability when he played a role or perform physical activities like sports [10]. In this sense, Gardner considers the assessment of intelligence as a part of the teaching and learning process [11].

The brief description of each intelligence in multiple intelligences approach is as follows:

1. Linguistic Intelligence
Ordinary linguistic intelligence is marked by a good use of language in communication. Love to read and write and easily learn a foreign language are some examples of the characteristics of students who have linguistic intelligence. Novelist is an example of individuals who have a tendency of linguistics.

2. Logical-mathematical Intelligence
This intelligence is closely related to the ability of problem solving, and counting. The ability to observe and analyze the problem indicates that the individual has a logical-mathematical intelligence.

3. Spatial Intelligence
Students who have spatial intelligence generally have a sensitivity to visual objects, both in terms of shape to the color of an object. Love to draw, paint, or create an art is characteristic of students who have spatial intelligence.

4. *Kinesthetic Intelligence*

Kinesthetic intelligence is intelligence that is easily recognizable. Students who like to move his limbs when studying or thinking is a student with kinesthetic intelligence. This intelligence is able to balance the ability of sensory, motor, and cognitive students.

5. *Musical Intelligence*

Musical intelligence is generally identified in students that like listening to music or humming. Students with this intelligence is able to communicate their thoughts and feelings through lyrics and certain tones.

6. *Interpersonal Intelligence*

Interpersonal intelligence means the ability to interact with others. Easy to empathize, sociable, and loved to help other are a few characters of student who has interpersonal intelligence. In the classroom, students who have this intelligence is generally easy to adapt to a new environment and being able to study in groups.

7. *Intrapersonal Intelligence*

Intrapersonal intelligence is about how student's ability to master himself. Students with this intelligence easily recognize their characteristics, know their potential, and be able to control their emotions.

8. *Naturalist Intelligence*

Students who have a naturalist intelligence can be identified by student interest in nature. Learning activities outside the classroom, observing the plants in the yard, to the mastery of the concept of a clean and healthy environment are the characteristics of students with naturalist intelligence.

2. RESEARCH METHOD

The research was conducted in second grade in one of the private primary school in Bandung using classroom action research design. The determination of research location is based on students' need for new learning innovations in writing learning.

The research was conducted in order to improve twenty-five students' writing skills through the Multiple Intelligences approach and implemented through three cycles of study. The difference in the research cycle is the application of different amounts of intelligence.

In the first cycle, there are six types of intelligences that are applied in this research: linguistic, logical-mathematical, spatial, musical, interpersonal, and intrapersonal. Futhermore, kinesthetic intelligence was added to the second cycle and naturalist was added to the third cycle to complete the type of intelligence in writing research. Implementation of this research was conducted during the learning process so it does not disrupt the continuity of the learning process in the classroom. Indicators that used to measure students' writing ability are the use of diction, accuracy of spelling and punctuation, and sentence structure used in writing a narrative text. The instrument that used in this study are the observation sheets of multiple intelligences approach, field notes as a means of recording student responses during the study and student worksheets evaluation to measure students' writing skills. The data processing techniques using Miles and Huberman analysis model consisting of data reduction, data presentation, and verification [12].

3. RESULT AND DISCUSSION

Multiple Intelligences can improve the writing skills of elementary school students. Sener and Cokcaliskan (2018) states that there is a positive correlation between learning style with the kind of intelligence of students [13]. By the correlation between the kind of intelligence and the student's learning style, then by the presence of multiple intelligences, so student learning process can be facilitated. If students can develop the potential based on the type of learning style, the students' writing ability will be increase. Through three cycles of study, students in second grade can improve their writing skills by applying Multiple Intelligences approach.

Application of the eight types of intelligence on multiple intelligence approach is different in each cycle. In the first cycle, the kinds of intelligence that stimulated are linguistic, logical-mathematical, spatial, musical, interpersonal, and intrapersonal. In the second cycle, the kinds of intelligence that stimulated are linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, and intrapersonal. In the third cycle, kinds of intelligence that stimulated are linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist. Activities performed on any type of intelligence in three cycles relatively equal but the learning task is different. Procedures for implementing the multiple intelligences approach were adapted from the learning needs so that are not fixated on the sequence type of intelligence. Students' responses to the Multiple Intelligences approach recorded through observation sheet and field notes. Here is a summary of the findings of the application of Multiple Intelligences approach improve writing skills in three cycles:

3.1. Linguistic Intelligence

Linguistic intelligence is stimulated through the activities of obtaining information from various sources, such as reading and writing. The details of the students' response to linguistic intelligence are as follows.

a. Some students are able to process information that obtained through the teacher's explanations, discussions with friends, reading text and watching video.

b. Some students are able to explain or retell information that have been obtained using Bahasa correctly.

c. Students are able to read text aloud the story given by the teacher.

d. Some students were able to write a short story using a correctly words and spelling in Bahasa.

Based on those points, students show their capability according linguistics intelligence. As mention on introduction, that there are four skills in Bahasa that continuously and connected. In the learning process,

students gradually show the ability to listen, talk, and read. By these three abilities, students can obtain information about writing skills and can apply them through short story writing exercises. Through the writing exercise, some students seemed able to make a story in accordance with the assessment indicators. Some students who have linguistic intelligence tendencies have a lot of vocabulary that can be used in the stories they make. In addition, the words and sentences contained in the story are interrelated so that they have a good story structure. Even so, students are still unable to pay attention to some errors in word writing and the absence of punctuation in sentences.

3.2. Logical-Mathematical Intelligence

Logical-mathematical intelligence stimulated through the activities put the number of characters and the formation of the concept of causality in the story. The following students' responses to logical-mathematical intelligence are as follows.
a. Students are able to mention and summing the figures contained in the text of a story that has been made.
b. Some students are able to make the text of the story with the concept of causality.
c. Some students are able to analyze causation in a story text.

Students who have this intelligence can generally make the text of the story that they have made by paying attention to the correct way of writing. This certainly has an impact on student achievement in making writing in accordance with the correct writing indicators.

3.3. Spatial Intelligence

Spatial intelligence is stimulated by watching video and images that support the learning process. These are the following students' responses to spatial intelligence.
a. Students are able to create a story with a plot and a clear background.
b. Some students draw a few backgrounds and the events of the story.

Students with spatial inclinations can easily create stories with amazing plot and setting. The details of the story are highly considered to support the imagination of the reader who is trying to convey the students. Even so, students do not pay much attention to the writing rules that actually become the subject of this research so that some students who only rely on intelligence have difficulty to qualify the assessment standards.

3.4. Kinesthetic Intelligence

Kinesthetic intelligence can be stimulated through the ice breaking activities and games during the learning process. The student responses associated with kinesthetic intelligence are as follows.
a. Some students active during the learning process.

b. Some students play a pencil.
c. Some students move the body and legs while working on assignment.

Kinesthetic intelligence allows students to keep moving throughout the learning process. The movements that students do generally become an effort of students to enjoy learning and make students able to think clearly so that students easily absorb the material being taught. With regard to writing assignments, students with this intelligence need teacher guidance in order to maximize their intelligence to complete writing assignments.

3.5. Musical Intelligence

Students with musical intelligence is easy to recognise. Students with musical intelligence generally pleased to listen the music during the learning. The responses of the students who have a tendencies musical intelligence are as follows.
a. Some students sang a song while working on assignment.
b. Students are not disturbed by the instrumental music that played during completing the assignment.
c. Some students were able to guess the song title and content of the music instrumental.

As same as body movements on kinesthetic intelligence, being sensitive to music can activate students' thinking abilities. Students can make a good writing with a sentence structure that is appropriate and coherent. Students can also participate in learning in a fun way. Even so, teachers need to pay more attention during the learning process so that students stay focused on their learning tasks.

3.6. Interpersonal Intelligence

Interpersonal intelligence is stimulated through the formation of groups. Student interaction with a group of friends reflected the students that have interpersonal intelligence. The interpersonal intelligence in students in this study are as follows.
a. Some students invite friends to discuss.
b. Some students reminded the friend that not focus during the lesson and discussion.
c. Some students took the initiative to help his friend who had difficulty.

Learning activities that involve group discussion can open students' insights into the learning process. Students can also evaluate the results of their writing with the help of friends so that the writing produced becomes more perfect. The teacher can condition the student group so students can explore this interpersonal intelligence to the maximum. In some active student groups, students can show their writing according to the rules of writing as well as coherent and interesting stories. As for the group of students who did not interact much, the results of student writing did not experience much development during the three research cycles.

3.7. Intrapersonal Intelligence

Intrapersonal intelligence can be measured by observing the behavior of students during the learning. Students with intrapersonal intelligence are better able to participate actively, as well as maintaining and controlling their behavior. Students' responses with intrapersonal intelligence are as follows.

a. Some students actively ask during the lesson.
b. Some students did not disturb their friends while studying.
c. Students may keep polite to teachers.
d. Some students participated in several activities during the learning.

Every student certainly has intrapersonal intelligence in himself. The teacher can optimize student abilities by planning interesting and meaningful learning experiences for students. Learning conditioning that supports multiple intelligences can optimize students' self-experience and intrapersonal intelligence. Students can maximize this intelligence by actively participating during the learning process. Three research cycles using the multiple intelligence approach can activate students' intrapersonal intelligence so that students can optimize their students' abilities.

3.8. Naturalist Intelligence

The naturalist intelligence is related to students' tendencies in the natural environment. This intelligence can be stimulated through learning activities outside the classroom. Students' response to the naturalist intelligence are as follows.

a. Students are enthusiast to learn outside the classroom.
b. Some students complete the assignments near plants.
c. Some students create a story with a plant as characters.
d. Some students make environmentally-themed story.

Learning outside the classroom is a pleasant learning experience for students. In this study, the teacher conditioned learning activities on the cool terrace of the school and it close to the park. This condition relaxes students and creates an atmosphere of learning that is not tense and constraining. Students with naturalist intelligence can respond well to the study.

After applying multiple intelligences and getting students' responses, the teacher then analyzes the writing evaluation sheets that must be completed by students. Based on the finding, in the first cycle of students known that there are 5 people or 20% of students who have been able to complete writing assignments based on the standard minimum score. In other words, 20 students or 80% of students do not yet have the ability to write well. This is thought to be caused by the inability of students in the use of punctuation, spelling and construct a sentence properly. For the second cycle, the researchers added one kind of intelligence that is kinesthetic intelligence. The addition of this type of intelligence is expected to help students overcome the difficulties of writing. In the second

cycle, known as 14 students or 56% have been able to make a well-written text. This increase also occurred in the third cycle with a percentage of 72% or 18 students who have achieved a minimum standard writing skill. This increase is believed to be related to the addition of naturalist intelligent that stimulated in this third cycle.

Based on the results, it can be concluded that each intelligence affects the acquisition of student learning outcomes. Students could be expected to achieve the target of learning through learning activities related to the 8 types of intelligence. This is thought to be caused by an increase in the number of types of intelligence impact on improving students' mastery learning acquisition. This increase indicates that these Multiple Intelligence approach provides opportunities for students to understand and apply a learning information in a unique way as same as what Stanford (2003) said . Therefore, a significant increase in all cycle in this study indicates that Multiple Intelligence approach can improve the writing skills of elementary school students.

4. CONCLUSION

These results indicate that Multiple Intelligence approach can improve the writing skills of elementary school students. With the implementation of the eight types of intelligence, students can choose the kind of intelligence that is in accordance with the student's learning style. Suitability of learning styles is able to make students improve their writing skills optimally. Multiple intelligence approach can help teachers in providing educational facilities both with respect to the tendencies of students' intelligence [14].

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